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ABSTRACT

Guides and resources in this kit are prepared for a six week to two month secondary voter education course. The objectives are to prepare and motivate eligible students to register and vote in the presidential election, to participate in the presidential election campaigning, and to increase their overall knowledge concerning the presidential campaign and of the total political system. (Participating students are pre- and post-tested to measure increase in knowledge). Various techniques such as role playing, discussion, researching, field trips, interviews, and mock elections are employed in class activities. Included in the kit are a curriculum guide focusing primarily on the topics of elections-voting and political structures; a resource manual; guides to understanding party lobbying, voting rights, issues analysis centers, the electoral college, election information centers; and guides for conducting student elections, political canvassing campaigns, and operating a successful assembly. Two filmstrips, Operation of Voting Machines and Voting Rights and Procedures, are available through the Multi-District Institute for Political Education. (SJM)

ED 071936

VOTER EDUCATION TRAINING KIT

The eighteen year old right to vote has placed on our school systems a new burden. In order for the thousands of newly enfranchised voters to become participatory members, they must be prepared to deal with their new role. We can no longer sit by and let nature take its course to see if young people will go to the polls. America stands far behind many countries in the percentages of people casting their ballot. Our schools must encourage voter registration and provide young people with the kind of preparation that will encourage active participation, not only as a voter, but also a body involved in the actual mechanics of politics.

To this end the Institute for Political Education (Title III) has attempted to develop a kit that can be used by the classroom to meet the demands for this and future elections. Keeping in mind the shortness of time faced by the teacher, the kit is designed to be used in a variety of ways. It is set up to allow for a comprehensive two month program or taking out materials to compliment preparations that have been already made.

Please note that the kit was developed in a very short time. Therefore, it is not a final product. We feel that the use of the kit this year is for field-testing purposes and a stop gap measure to deal with the need for programs for the election. After the election we hope to meet with many of you to solicit your comments and recommendations. Then and only then will we truly have a near complete product.

The Institute will be available for consultation and setting up workshops relative to voter registration and the election. We realize that you have a heavy burden and we are at your disposal to help lighten your load.

SP005054

Barry Lefkowitz,
Director

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CURRICULUM GUIDE

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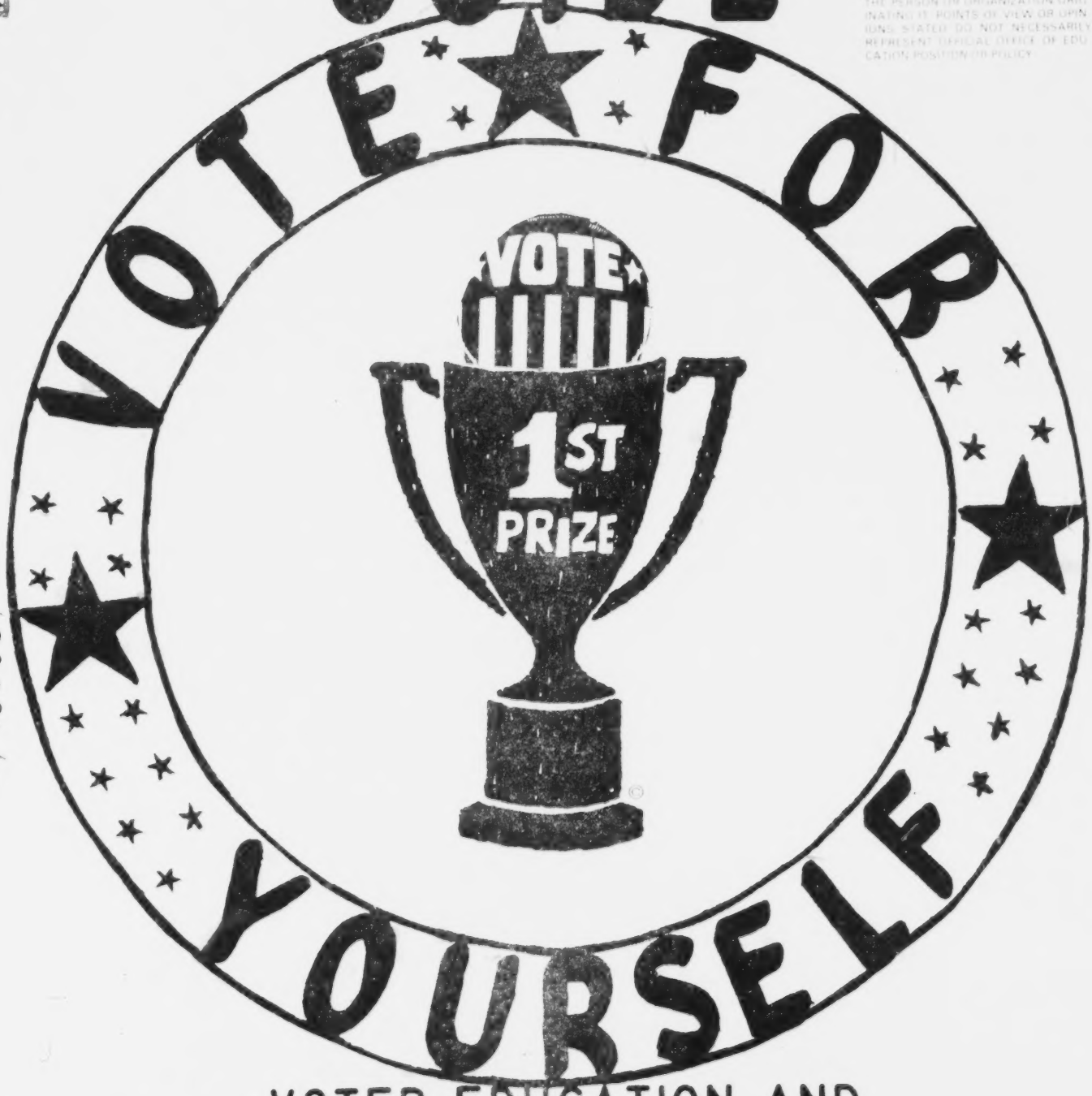

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VOTER EDUCATION AND THE PRESIDENTIAL CAMPAIGN

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I. INTRODUCTION

A new constituency has been created in America following congressional approval of the 26th Constitutional Amendment lowering the voting age to eighteen.

Yet many obstacles must still be overcome to insure maximum usage of these voting rights by young people. Vague, inconsistent and restrictive registration procedures, unresponsive public officials, and a sense of apathy among the new voters are some of the things which impede the process of responsible political participation.

In each of these above obstacles we find a common denominator deterring the registration and voting process. This common denominator is a lack of voter education and a general misunderstanding of the political process by the alienated non-voter.

The logical process for correcting this situation is voter education of the new constituency. And, appropriately, it would seem that the place for this to occur is in the school system itself.

Fortunately, the New Jersey State Department of Education, recognizing the need for such a voter education process, commissioned the Multi-District Institute for Political Education and the Educational Improvement Center (both existing Title III programs of the State Department) to establish a method for achieving a maximum amount of registered voting New Jersey high school students.

Included in the developed method are a series of state-wide workshops and the preparation and distribution of various educational material. This curriculum guide is the logical result of an organized attempt to secure an educated voting constituency of young people.

It provides a detailed lesson plan incorporating both outside materials and those developed by the M.D.I.P.E. and E.I.C. staffs, and serves as a comprehensive course guide in voter education relating to the basic mechanics of the political system and the operation of a presidential election campaign.

SPECIAL NOTICE

Accompanying this Curriculum Guide are the following voter education materials:

1. RESOURCE MANUAL - Listing material, human, and gaming resources available for incorporation into classroom and extra-curricular activity.

2. UNDERSTANDING PARTY STRUCTURE - A guide to participation in local party politics, emphasizing the county committee system.

3. THE LOBBYIST - A general guide to lobbying, using the example of the attainment of the 18-year-old vote.

4. "VOTE FOR YOURSELF" - A general guide to voter education and voting rights for the new voter.

5. ISSUES ANALYSIS CENTER - A guide for developing and operating one.

6. ELECTORAL COLLEGE - A look at both sides of the question concerning election reform.

7. STUDENT ELECTIONS - A guide for conducting mock student elections.

8. ELECTION INFORMATION CENTER - A handbook describing the operation of a coordinated vehicle for student participation in political campaigns.

9. "VOTE FOR YOURSELF" CANVASSING MANUAL, explaining how to conduct a political canvassing campaign.

10. CONDUCTING A POLITICAL EDUCATION ASSEMBLY - A guide for operating a successful assembly.

11. OPERATION OF VOTING MACHINES - Filmstrips

12. VOTING RIGHTS AND PROCEDURES - Filmstrip

In addition, if your school does not already possess one, the MDIPE Voter Registration Manual, "Mobilizing the Youth Vote," may be obtained by writing:

Youth Vote
Multi-District Institute for Political Education
P.O. Box 426
Glassboro-Woodbury Road
Pitman, New Jersey 08071

II. CURRICULUM GUIDE: VOTER EDUCATION AND THE PRESIDENTIAL ELECTIONS

I. OVERALL COURSE OBJECTIVES:

1. 85% of all eligible participating students will register and vote in the presidential election.

2. 55% of all participating students will actively participate as workers in the presidential election campaign.

3. 95% of all participating students will indicate by pre-testing and post-testing a statistically significant increase of knowledge concerning the political system and presidential campaign.

Evaluation:

1. A list of participating class students will be compared to a list of voting students to see if the desired percentage of voting students was attained.

2a. A list of participating class students will be matched to a list compiled by previously designated class student coordinators recording campaign involvement to determine if the desired percentage of students participated in presidential campaigns.

2b. Students will submit reports describing activity in presidential campaigns. A list of students submitting reports will be compared to the total list of participating class students to determine if the desired percentage of students participated in presidential campaigns.

3. Statistical analysis of pre-testing and post-testing will determine if significantly increased knowledge was obtained by 95% of participating class students.

THE FOLLOWING IS A RECOMMENDED

III. SCHEDULING CALENDAR

It may be readjusted slightly to fit your own schedule. Specific dates for major projects are also recommended. Before you decide to adopt this schedule, as is or to make minor alterations, be sure to review the Curriculum Guide and accompanying materials in total.

Note: Each lesson plan can be taught as an independent class. The following calendar recommends a schedule for those teaching the entire kit. Other teachers should still consult the schedule for length of lesson plan, according to class schedule.

Recommended Calendar Schedule (Lesson plans may overlap due to the nature of certain extenuating and/or extra-curricular projects conducted for later class incorporation).

Lesson Plan	One	September 12, 13
" "	Two	September 13, 14
" "	Three	September 14, 15
" "	Four	September 18, 19, 20
" "	Five	September 20, 21
" "	Six	September 22, 25, 26
" "	Seven	September 25, 26, 27, 28, 29, October 2, [illegible] 4
" "	Eight	October 5, 6
" "	Nine	October 10, 11, 12, 13, 16, 17
" "	Ten	October, 19, 20, 24, 25, 26, 27, 30, 31
" "	Eleven	November 1, 2
" "	Twelve	November 3, 4, 5, 6, 7, 8, 9

Specific dates for scheduling projects (listing in terms of priority dates with alternates).

Activity	Date
1) Voter Registration Motivational Assembly	September 25, 26 (select one date)
2) Voter Registration Drive (actual registration of students)	September 26, 27 (select one date)
3) Mock Election	October 17, 18 (select one date)
4) Political Education Assembly - Representatives of Presidential Candidates	November 1, 2 (select one date)

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

CURRICULUM GUIDE DEVELOPED BY :

DAVID S. LICHTENSTEIN

COORDINATOR OF VOTER EDUCATION

MULTI-DISTRICT INSTITUTE

FOR POLITICAL EDUCATION

BARRY E. LEFKOWITZ

DIRECTOR

THIS MANUAL IS DEDICATED TO THE SECRETARIAL STAFF OF THE EDUCATIONAL IMPROVEMENT CENTER. BEHIND EVERY SUCCESSFUL POLITICIAN, THERE IS AN EFFICIENT SECRETARY.

NEW JERSEY STATE DEPARTMENT OF EDUCATION

VOTER EDUCATION PROJECT

N.J. State Department of Education
Carl L. Marburger, Commissioner

Multi-District Institute for Political Education
Barry E. Lefkowitz, Director

Educational Improvement Center
Sherwood S. Wilson, Director

Voter Education Project:

David R. DuPell, Consultant (Acting Assistant Director, M.D.I.P.E.)
Jay Pinto, Coordinator of Voter Education
Barbara Finegan, Coordinator of Voter Education
David S. Lichtenstein, Coordinator of Voter Education (Project Chairman)

IV. LESSON PLANS

LESSON ONE

GENERAL CONCEPT: UNDERSTANDING THE IMPORTANCE OF VOTING

OBJECTIVES

1. Participating students will be able to recite the major goals and topics to be discussed in the six-week voter-education presidential election course.

2. Participating students will complete the first part of pre-post testing project evaluation by taking pre-test.

3. Participating students will be able to list three examples representing the manner by which the principle of self-interest affects the political party decision-making process.

4. Participating students will be able to list three examples of political situations which reflect the relationship of citizen voting to political decision-making.

5. Participating students will be able to list three examples of political situations which reflect the manner by which voting implements political self-interest.

6. Participating students will be able to present the growth of voting constituencies in the United States by listing, in order of the year in which they received the vote, the various special interest groups (i.e. women, 18-year olds).

LESSON ONE (Cont'd)

ACTIVITIES

1. Teacher prepares, presents and discusses with class the major goals of the course and topics which will be discussed. Students take written records (notes) of this information.

2. Teacher administers pre-test which, when later compared to results of a post-test, will serve as a statistical recorder of the information obtained by students during the course. Students take pre-test during first class period.

3. Teacher develops with students the concept principle of self-interest as it affects the political party structure. This principle states that in politics, men usually do what is best for their own self-interest.

   This concept may be developed through both the presentation of examples and the use of role playing.

   A. EXAMPLES - Teacher could explair the logical process of self-interest through using the example of a union leader who is elected to an office, such as Senator. Presentation would then develop concerning the probability of this individual voting for legislation which favors union members, such as an increase in the minimum wage scale.

   Additional examples should then be provided by students through the development of class discussion.

   B. ROLE PLAYING - Select a student, preferably by having one volunteer to assume the role of a recently retired fire chief who has just been elected to City Council.

   Select a second student to assume the role of the wife of the vice-president of Landing Construction Company, who has also been elected to the Council.

   Develop a situation where each student, as a councilman, reacts to a proposed piece of legislation in terms of their own self-interest. The bill to be considered is: That a $700,000 contract be given to Landing Construction Company for the building of low-income housing despite the fact that 1) Landing Construction is known to build houses which in the past have not always provided sufficient fire escape and control measures, 2) Wheeler Construction, which is known

to be superior in building and fire prevention measures to Landing has offered to do the job for $50,000 more, and 3) many town residents, include the firemen's union, are altogether opposed to low-income housing.

In actual politics, both individuals would probably abstain from voting (because it is in their self-interests to do so). For classroom purposes, however, we have chosen to allow each to act as council spokesmen.

4. Teacher develops with students the procedure of legislature reaction to voting. Again, this may be done through example and role-playing.

A. EXAMPLE - Teacher presents example of legislator, who in the past has not been concerned with the issue of school busing to achieve racial intergration, makes an issue of his objection to it as part of his campaign speeches after reading several opinion polls of registered voters which indicate their overwhelming opposition to forced busing.

B. ROLE PLAYING - One selected student will assume the role of a legislator considering the issue of wage control. In the past he has been known to vote whichever way his voting constituency has indicated support for. There is no reason to suspect that this time he will react any differently.

Ask for student's (legislator's) opinion (vote) on issue after reading the following:

1. A memo from his chief advisor that 84% of the people are opposed to wage control.

2. A second memo, stating that the first was a mistake and that only 46% are opposed to wage control, 40% favor it, and 14% are undecided or neutral.

3. A memo from Washington stating that the President will go on the air tomorrow night in an attempt to gain allout support of wage controls.

4. An opinion poll following the President's speech stating that 60% of his constituents support wage controls.

5. An opinion poll three weeks prior to the election and 9.5% cost in living increase indicating that 75% of the American public are absolutely opposed to any wage controls.

5. Teacher develops concept of voting representing self-interest by presentation of examples and class discussions.

A. EXAMPLES - Teacher presents first example, that of a group of citizens opposed to proposed higher tax rates. The prevention of higher tax rates is their self-interest. They organize and vote against taxes. This act of voting represents the implementation of their self-interest.

Teacher then develops with students additional examples.

B. DISCUSSION - Specifically, teacher lists several interest groups on the blackboard -

1. AFL-CIO
2. League of Women Voters
3. Stockholders of General Motors
4. Motor vehicle inspectors

Students then identify and list self-interest of each group:

1. Pleasant working conditions and the ability to lead a materially comfortable life.
2. More people registered and voting
3. More profits
4. Highway safety

Students then list legislation which these groups would support and vote for to implement their self-interests:

1. High wages, better working conditions, lower food prices, shorter work week.
2. More liberal voting laws, voter registration by mail.
3. Import taxes on foreign cars, lower minimum working wage, wage controls.
4. Safety-belts required by law.

LESSON ONE (Cont'd)

6. Teacher presents on the blackboard and/or mimeographed sheet, a chronological graph of voting rights attainment of minority groups in the United States.

Students record this graph or maintain on file the mimeographed copy.

STUDENTS WILL BE ABLE TO RELATE THE PRINCIPLE OF SELF-INTEREST TO POLITICAL DECISION MAKING AND VOTING

LESSON ONE (Cont'd)

RECOMMENDED RESOURCES

Material Resources *(Throughout the manual the number to the left of the recommended resource correlates to the number of the activity for which the resource is applicable.)

2) See Addendum A

3) Suggested questions for discussion:

A. EXAMPLES

1. What is the self-interest of a Union member?

2. What kind of legislation reflects this self-interest?

B. ROLE PLAYING

1. Does the company vice-president's wife have a materialistic or philosophical self-interest? The fire chief?

2. Would these individuals vote at a regular council meeting concerning this bill? Why not? How is it in their self-interest to abstain?

4) Suggested questions for discussion.

1. What is the major concern of a politician in office?

2. What do you consider a valid reflector of public opinion?

3. What are some methods for identifying the attitude of registered voters in a voting district?

5) What determines the self-interest of an individual or group of individuals?

What self-interests do you, as students have? What about your parents?

6) Material Resources

A. Brief chart indicating attainment of voting rights by minority groups:

YEAR	GROUP	LEGISLATION (AMENDMENT)
1776	White Land-Owning Males	Articles Of Confederation
1756	White Non-Land Owning Males	Repeal of "Property Qualification"
1865	Black Male Citizens (then referred to as Negroes)	Emancipation Proclamation
1920	WOMEN	19th Amendment
1948	INDIANS	--
1971	18-YEAR OLDS	26th Amendment

LESSON ONE:

SPECIAL NOTICE

Several projects which will later involve the entire class participation must have begun in terms of coordination by the third day of class. This means that competent student chairmen must be selected. Upon presentation of these projects with the initial course goals, it is recommended that volunteers be requested on a class project or extra-credit basis.

After observation of class behavior, during the first two days, consideration of past academic and extra-curricular activity, and personal interview, the project student chairmen should be chosen. He or she must, of course, be instructed to include outside class student participation in his or her project.

The projects for which student chairmen must be immediately found are:

1. Issues Analysis Center
2. Election Information Center
3. Mock Student Elections
4. Political Education (Voter Registration) Assembly
5. Voter Registration drive of High School students
6. Community canvassing

Guides for operating these projects have been developed by the M.D.I.P.E. Staff and have been included as part of this Voter Education Kit. If you do not have these materials, they are available from:

Multi-District Institute for Political Education
P. O. Box 426
Woodbury-Glassboro Road
Pitman, New Jersey 08071

MAKE SURE THAT STUDENT CHAIRMEN ARE IDENTIFIED AND PROJECTS COORDINATED EARLY ENOUGH IN THE YEAR SO THAT YOUR EFFORTS WILL NOT BE WASTED!

LESSON ONE (Cont'd)

EVALUATION

1. A random sample of six questioned students will indicate if goals and topics are concurrently interpreted and remembered by teacher and students.

2. A list of students returning pre-tests will indicate fulfillment of this objective.

3. Three students selected at random will correctly list three examples.

4. Three students chosen at random will correctly list three examples.

5. Three students chosen at random will correctly list three examples.

6. 90% of the participating students will correctly provide information concerning chronological attainment of voting rights by minority groups in the U. S., when asked to do so on a written examination.

LESSON TWO

GENERAL CONCEPT: UNDERSTANDING POLITICAL PARTY STRUCTURES
(local, county, state)

OBJECTIVES:

1. Participating students, upon request, will be able to draw a chart on the classroom blackboard showing the relationship of local, county, and state political parties, and will be able to accompany this drawing with an oral presentation of the same.

2. Participating students, upon request, will be able to list seven functions of a county committeeman or committeewoman.

3. Participating students, either through a written examination or oral recitation, will be able to describe the step-by-step method by which one would achieve the lasting success of a political "boss."

STUDENTS WILL BE ABLE TO IDENTIFY THE MANNER BY WHICH POLITICAL BOSSES SECURE AND MAINTAIN POWER.

LESSON TWO (Cont'd.)

ACTIVITIES:

1. Teacher will provide students, either by blackboard diagram or mimeographed sheet, the structural relationship which exists between local, county, and state political parties.

2a. Students will receive structural explanation of county committee system and functions of committee people, either from blackboard notes or mimeographed sheets.

2b. Students will be assigned to identify their local committeeman and committeewoman and to interview one, including a class report concerning practical functions of the position.

2c. A committeeman or committeewoman will address and discuss with the class the operation of the county committee system.

3. Through case study the procedure of attaining political "bossism" will be developed with the class. Using the structural example included in the M.D.I.P.E. handbook, "Understanding Political Structures," apply to the actual rise to power of a political boss.

   Using the example of Richard Daly of Chicago, you can show how a political boss achieves power through manipulation of the committee system.

LESSON TWO (Cont'd.)

RECOMMENDED RESOURCES:

1. a. M.D.I.P.E. handbook "Understanding Political Structures."

   b. Any competent political science or civics textbook should provide this information.

2. a. "Understanding Political Structures."

   b. See M.D.I.P.E. resource manual.

3. a. "Understanding Political Structure."

   b. Royko, Mike, Boss - Richard J. Daley of Chicago, E. P. Dutton and Co., Inc., New York, N. Y., 1971.

LESSON TWO (Cont'd.)

EVALUATION:

1. Two students, chosen at random, will diagram and orally explain the structural relationship which exists between local, county, and state political party organizations. The degree of accuracy with which this task is completed will indicate the degree of fulfillment of this objective.

2. Participating students, by completing a written surprise examination will indicate to what extent they know the functions of a county committeeman or committeewoman.

3. a. Participating students will, on a written examination, be able to describe step-by-step the process by which a political boss attains power. The accuracy by which this process is explained will indicate to what degree this objective has been achieved, or,

   b. Two students, chosen randomly, will indicate to what degree they have achieved this objective by giving an oral presentation describing the process by which a political boss attains power.

LESSON THREE

GENERAL CONCEPT: UNDERSTANDING POLITICAL PARTY STRUCTURES (national)

OBJECTIVES:

1. Participating students will be able to list by position the members of the National Party Committee for both the Democratic and Republican National Committees.

2. Participating students will be able to state the manner in which national party officials are chosen.

3. Participating students will be able to explain, orally, the relationship (in terms of power and control) between state organizations and the National Committee.

LESSON THREE (Cont'd.)

ACTIVITIES:

1. Information concerning the structure of the National Committee will be provided by teacher to the student either by blackboard diagram or distributed mimeographed sheet.

2. Factual information will be provided to students by the same manner as in Activity #1, concerning the procedure for electing party officials.

3. a. Class discussion - Once students obtain above information, a discussion should be developed to examine the realities of national party political decision-making in comparison to the structural procedure.

   Students should incorporate knowledge gained from previous lessons and role playing into discussion to apply principles of self-interest and political power.

   b. Students will prepare a report for class presentation which will compare statements made by leaders of the different party organizations concerning preference to the actual choice of party leadership.

   This can be done by researching newspaper and magazine articles including state leadership comments covering a time period from six months prior to the national party convention to the actual reality of party decisions and will reveal that certain states had more of an effect on the election of national leadership than other ones.

LESSON THREE (Cont'd.)

RECOMMENDED RESOURCES:

Information:

1. a. The National Party Committee is comprised of one State Committeeman and one committeewoman from each state and U. S. territory. These individuals elect a Party Chairman, Vice-Chairman, Treasurer, and Secretary.

The Party Chairman has the most important function. His job includes: (1)

Managing the presidential campaign.
Raising funds for candidates.
Overseeing a national campaign staff which prepares campaign literature and maintains a speakers' bureau.
Settling arguments among his party's candidates or other leaders.

(1) Mehlinger, Howard D. and John J. Patrick, American Political Behavior, Ginn and Company, Lexington, Mass.: 1972.

b. Additional material, if wanted, could be located by referring to the M.D.I.P.E. resource manual.

Information:

2. Party policy and party leaders are officially chosen by the National Committee. However, in practice, they are usually determined by the party's presidential nominee and confirmed by delegates at the National Convention.

The national committee people might meet and vote if something needing urgent party consideration occurred prior to or after the national convention.

3. a. Resources supplying articles include such newspapers as the New York Times, your local newspapers, and periodicals including Newsweek, U.S. News and World Report, Saturday Review, and Nation.

b. Articles may be identified by referring to:
New York Times Index (New York Times)

LESSON THREE (Cont'd)

Newspaper index for any other newspaper used. You may have to contact main newspaper office to obtain this information, especially in the case of local publications.

Reader's Guide to Periodical Literature (Magazines)

Suggested Questions:

1. How does the structure of the national committee differ or coincide with local, county, and state party structures.

2. How are local, county, and state procedures for electing official leadership similar? Why do you think this is so?

3a. What are the interests of the different states?

3b. If you were a political leader from New Jersey, what kind of candidate would you want to support you?

3c. What leaders in each party have previously spoken out against national leadership? How do the national party policies reflect the special interests of their states?

LESSON THREE (Cont'd)

EVALUATION

1. Students will, upon written examination, display to what extent they know these positions.

2. Students will, upon written examination, indicate to what extent they can explain this process.

3. Two students will, upon completion of classroom discussion, be asked to describe in summary the practical relationship which exists between state and national political party organizations.

LESSON FOUR

GENERAL CONCEPT: UNDERSTANDING HOW POLITICAL DECISIONS ARE MADE

OBJECTIVES

1. Students will be able to explain, step by step, how decisions are made affecting party policy.

2. Students will be able to explain how to affect decisions made concerning legislative policy.

3. Students will be able to identify factors affecting the decision-making processes.

LESSON FOUR (Cont'd)

ACTIVITIES

1a. Students receive information from teacher (either on blackboard or mimeographed sheets) concerning party policy decision making. Party policy decisions are made by the National Committee, and platforms are approved by the National Convention delegates.

1b. Classroom discussion will review the relationship which exists between local, county and state organizations to national policy-making, and examine possibilities of self-interests outside of the regular party structure affecting decision-making.

2a. Students will receive factual information from teacher either on blackboard or mimeographed sheet.

2b. Classroom discussion. Concepts of self-interest affecting political decision-making should lead into brief discussion of lobbying, in terms of the lobbyist representing political self-interest.

2c. A professional lobbyist will address class on method and function of his profession.

3. Students will lead in discussion identifying factors affecting political decision-making. Consider having one student draw a chart on the blackboard using a selected example, such as forced school busing.

The chart should appear as such:

SCHOOL BUSING		
FACTOR	LEGISLATOR'S ACTIONS, REACTIONS	END RESULT

As students provide the appropriate answers, the chart should be filled. For Example:

	SCHOOL BUSING	
FACTOR	LEGISLATOR'S ACTIONS, REACTIONS	END RESULT
1. Government conducting experimental school busing	1. Remain neutral	1. Busing experiment begins
2. Riots occur in 90% of all bused schools	2. Become negative	2. Attempts occur to end busing
3. Opinion polls show that 99% of voting constituents oppose busing	3. Makes issue or opposition	3. School busing appears to be ended
4. Organized lobbists oppose busing	4. Demands end of busing	4. Busing is ended

LESSON FOUR (Cont'd)'

RECOMMENDED RESOURCES:

1. M.D.I.P.E. Manual, "The Lobbyist-A General Guide to Lobbying"

Suggested Questions:

1. a How are the processes for deciding policy different between national organizations and the local, county, state party organizational structure? How are they alike?

2. b What self-interests would you, as a New Jersey legislator , attempt to have implemented as part of a national party platform.

2. What self-interests do you, as a collective group of students, have that could be articulated into an issue and represented by a lobbyist?

LESSON FOUR (Cont'd)

EVALUATION:

1. Two students, selected at random, will be asked to decide the process by which party decisions are made.

2. Two students, selected at random, will be asked to indicate the process of legislative decision.

3. Two students, chosen at random, will be asked orally to provide three examples of factors which affect the political decision-making process and to describe the manner by which these factors affect the process.

LESSON FIVE

GENERAL CONCEPT: UNDERSTANDING HOW A PRESIDENTIAL CANDIDATE IS CHOSEN

OBJECTIVES

1. Participating students, upon request, will be able to describe the procedure by which presidential and vice-presidential candidates receive party nominations.

2. Participating students, upon request, will be able, by listing examples, to apply the principle of self-interest to the decision of presidential and vice-presidential party candidates.

LESSON FIVE (Cont'd)

ACTIVITIES:

1. Students receive information describing procedure for nomination of presidential and vice-presidential candidates by blackboard or mimeographed sheets.

2. a. Students will identify, interview and report findings, class of opinions and actions of a local delegate to either the Democratic or Republican National Convention. Since there will be approximately twenty (20) delegates representing each county, it may be possible to assign teams of two students to interview each delegate.

   b. A local delegate (preferably two; one from each major party) will address class on activities at the National Convention. Class discussion will develop incorporating student knowledge of self-interest principle to delegate function.

   c. Students will interview a local delegate to either National Party Convention.

3. Role-Playing. First student assumes role of individual, never before involved in politics, wishing to be a delegate, and lists procedures of how he or she would attempt to become one. Second student play role of long-time party boss attempting to prevent new voter from becoming a convention delegate.

LESSON FIVE (Cont'd)

RECOMMENDED RESOURCES:

1. Presidential and Vice-Presidential candidates are elected when a majority of convention delegate votes are attained.

   Delegates are elected either by:

   1. Popular vote in the primary election (i.e. New Jersey), or

   2. by state party conventions or committees of party leaders (Illinois).

   The size of delegations from each state (and county) depend upon state and county population. In addition, the McGovern report assurred increased proportional representation for young people, woman, blacks, and other minority individuals at the Democratic National Convention.

2. Ibid

3. A list of delegates can be obtained from the county party headquarters.

STUDENTS WILL INTERVIEW LOCAL DELEGATES TO EITHER THE REPUBLICAN OR DEMOCRATIC CONVENTION

Suggested Questions:

1. How were you chosen?

2. What made you decide to run?

3. Have you had previous political activity affiliation with the party?

4. Did any political individuals convince you to run? Who were they (positions)?

5. Do you feel you represented any special interest in the convention platform or of the candidates? What? Do you feel it was implemented?

6. Do you feel any special interests were reflected in the party platform or choice of candidates? What were they?

LESSON FIVE (Cont'd)

EVALUATION:

1. Two students, selected at random, will be asked to explain the procedure for nomination of presidential and vice-presidential candidates.

2. Two students, chosen at random, will be asked to describe the convention activity of the delegate whom the student interviewed.

LESSON SIX

GENERAL CONCEPT: UNDERSTANDING THE BASIC FUNDAMENTALS OF ELECTIONS

OBJECTIVES:

1. Participating students will be able to list the proper step-by-step procedure for registering to vote.

2. Participating students will be able to list the proper procedures and methods of voting.

3. 95% of participating students will register to vote.

4. Participating students will conduct a voter registration drive for the entire school eligible-to-register student population which, under normal circumstances (mean regular school activity) will register 80% of all eligible individuals.

LESSON SIX (Cont'd)

RECOMMENDED RESOURCES:

1. a. M.D.I.P.E. Manual, "Vote for Yourself-A General Guide to Voter Education and Voting Rights"

   b. M.D.I.P.E. Filmstrips, "Voting" and "Voting Rights"

2. "Vote for Yourself"

3. M.D.I.P.E. Manual, "Mobilizing the Youth Vote"

4. "Mobilizing the Youth Vote"

5. a. "Mobilizing the Youth Vote"

   b. M.D.I.P.E. Manual, "Conducting a Political Education Assembly"

LESSON SIX (Cont'd)

ACTIVITIES:

1. Students will receive information, either by blackboard notes or mimeographed sheets, explaining of voter registration procedures. A complete presentation is included in the M.D.I.P.E. Manual "Vote for Yourself-Voting Rights." In addition, Voter Education Filmstrips could be shown in class.

2. Students will receive information, either by blackboard notes or mimeographed sheets, explaining of voting procedures. This information is included in the M.D.I.P.E. Manual, "Vote For Yourself-Voting Rights."

3. Students, as part of a classroom planned activity, will register to vote either during class time or after school.

4. Students will conduct a school-wide voter registration project. The procedure for conducting this project is described step-by-step in the M.D.I.P.E. Manual, "Mobilizing the Youth Vote."

   As was mentioned in Lesson Plan Number One, a student chairman was to have begun coordination of this project at that time, so that when Lesson Six was reached, class participation would be possible.

5. Students will conduct (preferably) a school-wide voter-educational motivational assembly, for which a chairman was selected and begin coordination during Lesson Plan One.

LESSON SIX (Cont'd)

EVALUATION:

1. Two students, selected at random, will be asked to orally describe the procedure of registering to vote.

2. Two students, chosen at random, will be asked to orally describe the procedures of voting.

3. A list of participating class students will be matched to a list of registered students, to see if the desired percentage of voting students was attained.

4. A list of eligible to register students, in the entire school, will be compared to a list of students registering at the class drive to determine if the desired percentage of voting students was attained.

LESSON SEVEN

GENERAL CONCEPT: UNDERSTANDING CAMPAIGN STRATEGY
(The Issues Analysis Center)

OBJECTIVE:

1. Participating students will be able to identify, in detail, the process by which campaign strategy and issues are developed.

LESSON SEVEN (Cont'd)

ACTIVITIES:

1. a. Students will operate an Issues Analysis Center. The complete method of operation is explained in the M.D.I.P.E. Manual, "Issues Analysis Center." As previously mentioned, a student chairman was to have begun coordination of this project during Lesson One, so that when Lesson Seven was reached, class participation would be possible.

   b. Students, once setting up Issues Analysis Center, will discuss and analyze in class for five successive days a different campaign issue.

   c. A representative of the News Media will address the class on campaign coverage.

   d. Media representatives of presidential candidates will address class on methods of election media operations.

STUDENTS WILL BE ABLE TO DETERMINE THE PROCESS BY WHICH THE MEDIA PRESENTS AN IMAGE OF THE CANDIDATE

LESSON SEVEN (Cont'd)

2. Class discussion. Students will compare conclusions reached during operation of Issues Analysis Center to presentations given by News and Campaign Media representatives.

3. Role-Playing. Two students, selected at random, will assume the roles of 1) a campaign director for a candidate whose party is controlled by mainly corporate interests, and 2) a campaign director for a candidate whose party is controlled mainly by working class and labor union interests.

   Each student (campaign director) will be asked to identify what image should be projected of the candidate to the public, and develop logical procedures using the media to accomplish this image-making!

LESSON SEVEN (Cont'd)

RECOMMENDED RESOURCES:

1. a. M.D.I.P.E. Manual, "Issues Analysis Center"

   b. See M.D.I.P.E. Resource Manual

   c. See M.D.I.P.E. Resource Manual

Suggested Questions: (for news and campaign media representatives)

1. How does News Media shape candidate's image and importance of issues?

2. Do you feel you do an objective job of reporting? Why?

3. What type of image do you wish to project of your candidate, and what issues do you stress in media to support this image?

LESSON SEVEN (Cont'd)

EVALUATION:

1. On a written examination, students will be asked to describe the process by which campaign strategy and issues are developed.

STUDENTS WILL BE ABLE TO

ANALYZE THE EFFECT OF

CAMPAIGN ISSUES ON THE ELECTION

LESSON EIGHT

GENERAL CONCEPT: UNDERSTANDING THE ARGUMENTS FOR ELECTION REFORM (ABOLISHMENT OF THE ELECTORAL COLLEGE)

OBJECTIVES:

1. Participating students will be able to describe the structure and function of the Electoral College.

2. Participating students will be able to identify the arguments for and against abolishment of the Electoral College.

3. Participating students will be able to list an alternative to Presidential Election by the Electoral College Process and present arguments for supporting their alternatives.

LESSON EIGHT (Cont'd)

ACTIVITIES

1. Students will receive information describing the structure and function of the Electoral College by the use of blackboard notes or distributed mimeographed sheets.

2. Students will conduct a debate concerning the pros and cons of abolishing the Electoral College.

3. Classroom discussion. Students list alternatives to the Electoral College and supportive arguments.

LESSON EIGHT (Cont'd)

RECOMMENDED RESOURCES:

1. M.D.I.P.E. Manual, "Electoral College"

2. M.D.I.P.E. Manual, "Electoral College"

3. Suggested Questions:

    1. What are weak points of the present Electoral College System of Presidential Elections? How can they be strengthened?

LESSON EIGHT (Cont'd)

EVALUATION:

1. Participating students will be asked, on a written quiz, to describe the structure and function of the Electoral College.

2. Two students selected at random, will be able to orally identify the arguments for and against abolishment of the Electoral College.

3. Two students chosen at random, will be able to orally list an alternative to the Electoral College and the arguments for supporting this alternative.

LESSON NINE

GENERAL CONCEPT: UNDERSTANDING THE MECHANICS OF ELECTIONS AND CAMPAIGNS (Student Mock Elections)

OBJECTIVES:

1. Participating students will be able to list the procedure for operating an election campaign.

LESSON NINE (Cont'd.)

ACTIVITIES:

1. a. Students will conduct mock elections. This entire procedure is presented in the M.D.I.P.E. Manual, "Student Elections." This was to have been coordinated by a student chairman in conjunction with lessone one.

   b. Class discussion: Students will analyze results of mock elections to provide insight into effective campaign procedures.

LESSON NINE (Cont'd)

RECOMMENDED RESOURCES:

1. M.D.I.P.E. Manual, "Mock Elections"

Suggested Question:

1. What methods of campaigning were employed by successful candidates that were not employed by unsuccessful candidates?

2. Were successful candidates more consistent in their methods of campaigning than were the unsuccessful candidates? How?

LESSON NINE (Cont'd)

EVALUATION:

1. Participating students will be asked to list, on a written examination, the procedures for operating an election campaign.

LESSON TEN

GENERAL CONCEPT: UNDERSTANDING ELECTIONEERING -
STUDENT INVOLVEMENT IN PRESIDENTIAL CAMPAIGNS

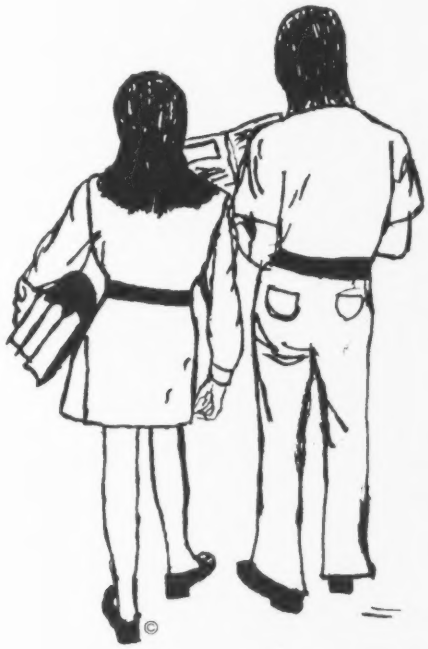
OBJECTIVES:

1. Participating students will be able to develop an outline of a local presidential campaign operation.

2. Students will be able to present the practical process by which a grass roots campaign is developed.

STUDENTS WILL PARTICIPATE IN

AN ACTUAL PRESIDENTIAL ELECTION CAMPAIGN



LESSON TEN (Cont'd.)

ACTIVITIES:

1. a. Students will participate in a local presidential campaign -- 50% of the students in the Republican Party, and 50% of the students in the Democratic Party. This student involvement should be regulated by a student-run Election Information Center which will by this time have been set up by a student chairman designated during LESSON PLAN ONE.

   b. Students will keep an activity and observation log and will report findings to class.

2. Class discussions, incorporating charts and role-playing.

   a. CHARTS - A chart developing consistent characteristics of campaigning could be constructed from student log observations. This chart, without the included example, should appear as follows:

Observation	Number of times observed (indicate by check)	Campaign Characteristics
1. Postcard sent to eligible voters.		There is a mailing list of eligible voters maintained by political parties and/or candidate's staff.

   b. Role-Playing - Have students role-play techniques for canvassing various types of individuals who may be met during a campaign drive. See M.D.I.P.E. Manual, "Vote For Yourself - Canvassing," pp. 19-20 for further details.

LESSON TEN (Cont'd.)

RECOMMENDED RESOURCES:

1. M.D.I.P.E. Manual, "Election Information Center."

2. M.D.I.P.E. Manual, "Vote for Yourself - Canvassing."

LESSON TEN (Cont'd.)

EVALUATION:

1. Two students, chosen at random, will be asked to orally develop an outline describing the operation of a local presidential campaign.

2. Participating students, on a written quiz, will be able to present the practical process by which a grass roots campaign is developed.

LESSON ELEVEN

GENERAL CONCEPT: UNDERSTANDING GROUP REACTION TO POLITICAL PRESENTATIONS

OBJECTIVES:

1. Students will be able to identify the effect that a political presentation before a mass group of people has upon voter behavior.

STUDENTS WILL BE ABLE TO DETERMINE THE EFFECT

OF POLITICAL PRESENTATIONS ON PUBLIC OPINION

LESSON ELEVEN (Cont'd.)

ACTIVITIES:

1. a. Students will schedule a debate assembly between representatives of the two major political party presidential candidates. (For determination of who should attend the assembly, see M.D.I.P.E. Manual, "Conducting a Political Education Assembly," pages 1-5.

1. b. Prior to conducting the assembly, poll the audience (by distributing and immediately collecting ballots) as to candidate preference. Immediately after the assembly, poll the same audience in the same manner to determine if candidate preferences have changed.

RESOURCES:

1. M.D.I.P.E. Manual, "Conducting a Political Education Assembly".

LESSON ELEVEN (Cont'd.)

EVALUATION:

1. Students will be asked to determine the effect of political presentations before large assemblies by comparing the results of audience pre-polling and post-polling.

LESSON TWELVE

GENERAL CONCEPT: UNDERSTANDING WHY PEOPLE VOTE

OBJECTIVES:

1. Participating students will be able to list three reasons why people vote.

2. 95% of eligible, registered, participating students will vote in the presidential election.

LESSON TWELVE (Cont'd.)

ACTIVITIES:

1. Role-Playing. Three students play role of:

   a. Policeman
   b. Factory worker
   c. Stockholder of I.B.M.

   They explain to teacher who they are voting for president in this election and why they are voting this way. A fourth student, playing the role of himself, explains his choice for president in the same manner.

2. Participating students will themselves vote.

3. Participating students will conduct a school-wide "Get-Out-The Vote" drive several days prior to and including the election day.

RESOURCES:

3. M.D.I.P.E. Manual, "Mobilizing the Youth Vote."

LESSON TWELVE (Cont'd.)

EVALUATION:

1. Participating students, on a written examination, will be asked to list three reasons why people vote.

2. A list of voting students will be compared to a list of eligible, registered students.

ADDENDUM

PRE- AND POST-TEST

INSTRUCTIONS

Pre-test is to be administered in the first class lesson, directly following presentation of course goals and topics.

Post-test is to be administered after completion of course.

Comparison of Pre-test and Post-test results will indicate if desired course objective has been obtained.

SPECIAL NOTICE:

Pre-test results should also be considered when selecting student chairmen for course projects, as explained in Lesson Plan One.

PRE-TEST

True - False

1. In politics, men usually do what is best for their own self-interest.

2. A prospective county committee man or woman is often introduced to prospective voters by chairing a local philanthropic drive, such as the March of Dimes, prior to the primary election.

3. A union official voting for wage controls represents the logical process of self-interest affecting political decision-making.

4. The national (Democratic or Republican) party chairman is the chief negotiator of inter-party disputes.

5. You must be 18 on the day of registration deadline to be eligible for voting in a presidential election.

6. Some states have influence in determining a party's presidential nominee because they have larger voting delegations than other states.

7. A requisite for registering to vote is a sworn loyalty oath to the government of the United States.

8. A strong anti forced school busing stand on a national party platform would indicate a strong influence by party leadership in the state of North Carolina.

9. You may apply for an absentee voting ballot by simply stopping in the County Clerk's office and providing proper identification and information.

10. Placement and adjective description concerning regular news coverage of candidates will reveal if there is any favoritism being shown by a newspaper.

11. The first committee duty for operating student involvement in grass-roots political campaign is to obtain a list of candidates running for office.

12. TV media reporting can present a predetermined picture of a candidate's image.

13. 65% of delegates' vote at a national party convention are needed to secure a presidential nomination.

Pre-test (Continued)

14. The term "lobbying" actually describes the process of standing in the lobby of the legislative chambers waiting to speak with legislators about a particular piece of legislation.

15. The League of Women Voters, the Veterans of Foreign Wars and the New Jersey Education Association are all represented by professional lobbyists.

16. The duties of choosing voter registration sites and operational rules and regulations in a political canvassing operation are the responsibility of the overall staff coordinator.

17. Anyone registered to vote can run for the position of delegate to a national convention.

18. A campaign issue is a subject which has previously been debated or considered a controversy.

19. Issues are created by the media as well as by candidates.

20. The County Board of Elections must vote official approval to allow the use of voting machines for demonstration in classes on student assemblies.

PRE-TEST

Multiple Choice

21. Which of the following voting constituencies did not receive the right to vote in the United States prior to the beginning of World War II?

A. Women
B. Indians
C. Blacks
D. Both B and C

22. Which of the following are not the responsibility of a County Committeeman or woman?

A. Participation in a voter registration drive
B. Recruiting party members
C. Electing local party leadership
D. A and C
E. None of the above

23. Which of the following is not an argument for abolishing the electoral college?

A. It (the electoral college system) can elect a president who has fewer votes than his opponents.
B. It cancels out votes cast for the losing candidate
C. Electoral candidates, by law, must vote for the candidate whom they represented when applying for the position.
D. It assures three electoral votes to each state regardless of population and voter turnout.

24. All but which of the following are valid (legal) reasons for not allowing a student to register and vote for a presidential election.

A. The individual will be under 18 years of age on election day.
B. Is an idiot or insane
C. Has only been in the state one month before election day.
D. Is an alien

25. All but which of the following parties are represented by presidential candidateson the 1972 presidential ballot?

A. Democratic Party
B. Peoples Party
C. Conservative Party
D. Communist Party
E. Socialist Party
F. Republican Party
G. America First Party
H. American Independent Party

PRE-TEST ANSWER SHEET

True - False

1.	True	11.	True
2.	True	12.	True
3.	False	13.	False
4.	True	14.	True
5.	False	15.	True
6.	True	16.	True
7.	False	17.	False
8.	True	18.	False
9.	False	19.	True
10.	True	20.	True

Multiple Choice

21.	B
22.	E
23.	C
24.	C
25.	C

POST-TEST

True - False

1. Stockholders of General Motors voting for high foreign car import tariffs represent the manner by which voting implements self-interest. (T)

2. Running Political Campaigns is the responsibility of a County Committeeman or Woman which is why political bosses usually begin their careers in the Committee System. (F)

3. You cannot register to vote if you have been convicted of smoking marijuana. (T)

4. An argument for abolishing the electoral college is that it avoids a minimum of four electoral votes to each state regardless of population and voter turnout. (F)

5. A person declared legally insane is not allowed to vote in the Presidential election, even if registered to do so. (T)

POST-TEST

MULTIPLE CHOICE

6. The basic determining factor in political decision-making is:

A. MEDIA
B. FINANCES
C. SELF-INTEREST
D. LUCK
E. ALL OF THE ABOVE

7. Which of the following are responsibilities of the National Party Chairmen?

A. Run National Campaign
B. Settle intra-party disputes
C. Screen potential Vice Presidential candidates
D. Solicit funds
E. All of the above
F. A, B, and D
G. A, B, and C

8. You could determine if a newspaper was slanting the news by checking the following.

A. Editorial page
B. Obituary page
C. Feature section
D. Sports
E. Front page

9. Which of the following is not a duty of the overall coordinator?

A. To decide which of the tentative sites will be your TARGET DISTRICT.
B. To choose location of on—site voter registration.
C. To solicit funds for campaign operation.
D. To set operational rules and regulations.

10. All but one of the following is a method of checking whether a newspaper is 'slanting' the news.

A. Checking the editorial page for acknowledged bias.
B. Comparing number and content of feature stories on the different candidates
C. Checking the Placement and Adjective description describing regular news stories covering the campaign.
D. Checking the number of direct quotes afforded each candidate in news articles.

POST-TEST

CONCEPT APPLICATION

Do The Following:

11. Describe the process, including the alternatives, of how a qualified citizen of the United States, would A) register to vote and B) vote.

Answer Four Of The Following:

12. List in the order of the year in which they received the right to vote, the growth of voting constituencies in the United States. Then explain why such a minority group would suddenly be given the right to vote.

13. Explain, by using two examples, the relationship between political contributions to a successful presidential campaign and the legislation which might occur in the following term of office. Incorporate the concept of self-interest, as related to political decision-making and voting.

14. Either support or reject abolishment of the electoral college, by evaluating the arguments both pro and con.

15. Suppose you were elected to coordinate a county-wise grass-roots campaign for a presidential candidate. Describe, step by step, how you would proceed in your operations.

16. Describe the procedure by which a campaign issue should be analyzed to determine its effect upon a presidential campaign. Then, applying this procedure, examining one of the issues affecting this year's presidential election.

POST-TEST - ANSWER SHEET

True - False

1. True
2. False
3. True
4. False
5. True

Multiple Choice

6. C
7. F
8. A, C, E
9. C, D
10. D

Concept Application

11. For Answer, See Lesson Plan Six
12. See Lesson Plan One
13. See Lesson Plans One, Four
14. See Lesson Plan Eight
15. See Lesson Plan Ten
16. See Lesson Plan Seven

ED 071936

VOTER EDUCATION

RESOURCE

MANUAL

SP 005054

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

RESOURCE MANUAL prepared by :

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FOR POLITICAL EDUCATION

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INTRODUCTION

In order to facilitate any further research projects, or if your group may want to plan field trips to the respective seats of government at different levels, the authors have provided this Resource Manual.

The manual is divided into two main subdivisions, material resources and human resources. Material resources includes books, pamphlets, and other related literature that may be of aid and assistance to any member of your present or future endeavors. The human resources list will help guide and assist your group in gaining contacts with members of the state legislature, U.S. Senate, and Congress. Also, this listing can help you to acquire the services of these same people as speakers and trainers at various workshops and group activities.

In addition to this, there is an organizational list of nationwide groups that may be able to aid any endeavor you may want to attempt.

As many resources as time permitted are listed within this guide. The value of this guide may be unlimited, we suggest you utilize it to its fullest potential.

HUMAN RESOURCES

CIVIC

League of Women Voters - 460 Bloomfield Avenue
Montclair, N.J. 07042
201-746-1465

(for list of county officials see: Canvassing Manual)

American Civil Liberties Union - 45 Academy Street
Steven Nugler, Executive Director Newark, N.J. 07102
201-642-2084

VOTER EDUCATION AND YOUTH

Office of Youth Services, Department of Community Affairs
West State Street, Trenton, N.J. 08625
Contact: Barbara Iwonski - 609-292-3930

Essex County Youth and Economic Rehabilitation Committee,
524 Williams, East Orange, N.J. 07017
Contact: John Helb - 201-673-5910

Youth of New Jersey, Inc.
330 Gardner Avenue, Trenton, N.J. 08618

Frontlash
225 Power Street, New Brunswick, N.J.

Student Vote
4 West Park Street, Newark, N.J.
Contact: Michael Simko - 201-622-3684

Voting Age Coalition, Inc.
330 Gardner Avenue, Trenton, N.J. 08618
Contact: David DuPell

Committee on Political Education (C.O.P.E.)
815 16th Street, N.W., Washington, D.C.
202-393-0220

POLITICAL

Democratic Party:
Democratic State Committee
3133 North Hanover Street
Trenton, N.J. 08608
Contact: Joseph Gannon, 609-292-5378
State Committee: 609-392-3471

Republican Party:
Republican State Committee
28 West State Street
Trenton, N.J. 08608
Contact: Dana Dowd, 609-989-7600

Members of N.J. Legislature - State Senators, State Assemblymen
(for complete list see: Lobbying Manual)

U. S. Senators:
Clifford P. Case
United States Senate
Senate Building
Washington, D.C. 20510
202-225-3121

Harrison A. Williams
United States Senate
Senate Building
Washington, D.C. 20510
202-225-3121

Governor:
William T. Cahill
State House
Trenton, N.J. 08625
609-292-6000

Mayor:
Contact local city hall or municipal building

Freeholders:
Contact: Jack Lampin
Association of Chosen Freeholders
c/o Mercer County Administration Building
P.O. Box 1777
Trenton, N.J. 08607
609-989-8000, Ext. 395

UNIONS: See Lobbying Manual, Appendix I

STATE ASSOCIATIONS AND SOCIETIES: See Lobbying Manual, Appendix II

NATIONAL ORGANIZATIONS

FRONTLASH 212-228-4882
Room 501, 112 East 19th Street, New York, New York 10003
A union-funded, broad-based organization, under the sponsorship of the U. S. Youth Council. Works with minority youth, working class youth, and career-oriented college students. Plans to work in coalitions with other voter registration groups in the field. Has assembled a large group of promotional and educational materials for voter registration drives.

REGISTRATION SUMMER 202-265-7027
Room 702, 1424 16th Street, NW, Washington, D.C., 20036 or 420 Third Avenue, New York, New York 10016 212-889-7775
Organized by Allard Lowenstein, an ad hoc antiwar coalition working to register young people between 18 and 30. Sponsors conferences, rallies, and mobile voter education and registration drives.

THE STUDENT VOTE 202-547-3429
530 7th Street, SE, Washington, D.C. 20003
Formerly the National Movement for the Student Vote. Plans to collect data on selected campuses and provide information and organizers to regional coordinators. Hopes to provide impetus and information for drives on college campuses. Establishing regional offices and coordinators to work directly with campus drives.

UNIVERSITIES NATIONAL ANTI-WAR FUND 617-661-8895
Box 800, Cambridge, Massachusetts 02139
An ad hoc group organized around the antiwar movement; plans a voter registration drive on targeted campuses in the fall. Has compiled valuable resource materials for coordinators, including a checklist, cover letter to students discussing registration procedures and problems, list of primaries and advice on dealing with local officials.

YOUTH CITIZENSHIP FUND, INC. 202-965-4260
2317 M Street, NW, Washington, D.C. 20037
A non-partisan foundation working to activate local registration drives across the country by providing resource materials, field staff, and research. Plans to work in conjunction with other registration groups. Publishers of "Registration and Voting Laws of the Fifty States."

YOUTH ORGANIZATIONS

ASSOCIATION OF STUDENT GOVERNMENTS 202-466-8570
2013 N Street, NW, Washington, D.C. 20036
A national coalition of university student governments. Hopes to work on campuses in the fall in conjunction with other voter registration groups.

HIGH SCHOOL STUDENT INFORMATION CENTER 202-338-6316
1010 Wisconsin Avenue, NW, Washington, D.C. 20007
An activist group formed to work for change and educational reform in the high schools. Has established a communications network among high school students and publishes a newsletter.

THE INDEPENDENT FOUNDATION 202-332-1115
Suite 400, 1521 New Hampshire Avenue, NW, Washington, D.C. 20036
A nonprofit tax-exempt foundation designed to both involve former Vista and Peace Corps volunteers in community programs, and to finance community organizing. Areas of priority include youth development, human relations, education, and the environment.

NATIONAL ASSOCIATION OF BLACK STUDENTS 202-234-3662
3418 17th Street, NW, Washington, D.C. 20010
A national organization of black students at all educational levels. Working to coordinate and develop communication among black students. Hopes to work with voter registration projects; primary target area - Los Angeles.

NATIONAL STUDENT ASSOCIATION 202-387-5100
2115 S Street, NW, Washington, D.C. 20008
The nation's oldest and largest student association, currently active on over 550 campuses. Projects include a Center for Educational Reform; Student Legal Rights Program which publishes the College Law Bulletin; and Student Government Information Services. Annual conference plans to hold voter registration workshops in order to encourage members to work in campus coalitions.

SOURCE 202-387-1145
2115 S Street, NW, Washington, D.C. 20008
An organization involved in compiling catalogs for community organization. Thirteen issues will be published providing information and sources in such areas as communication, self-determination/government, education and the environment.

STUDENT ADVISORY COMMITTEE ON INTERNATIONAL AFFAIRS 202-466-8678
Suite 414, 1211 Connecticut Avenue, NW, Washington, D.C. 20036
Formed after the Cambodian crisis. A group of graduate students working to channel the efforts of those in the field of international relations. Involved in writing policy studies on international issues. Promoting a series of dialogues between students and businessmen.

STUDENT NEA 202-833-4000
1201 16th Street, NW, Washington, D.C. 20036
Affiliated with the National Education Association, a campus organization for those planning careers in education. Published a voter registration manual and flyer designed for use by the individual chapters.

UNITED STATES YOUTH COUNCIL 212-687-3674
120 East 32nd Street, New York, New York 10016
The U.S. affiliate of the World Assembly of Youth. An umbrella organization managing international conferences and field trips; involved in voter registration work through Frontlash.

YOUNG AMERICANS FOR FREEDOM 202-347-8688
1221 Massachusetts Avenue, NW, Washington, D.C. 20005
The largest conservative youth organization in the country. Sponsors active political and educational programs. Expects to work with youth voter registration in the fall.

YOUTH ORGANIZATIONS UNITED, INC. 202-347-9647
916 6th Street, NW, Washington, D.C. 20001
A federation of youth groups, OEO funded, deriving its membership from and working with minority group youth. Plans to conduct a coorespondence campaign urging members to register and vote and will follow up by studying action taken.

GENERAL ORGANIZATIONS

ALLIANCE FOR LABOR ACTION 202-783-2100
666 11th Street, NW, Washington, D.C. 20001
Funded by the Teamsters and UAW; working with voter registration in high schools, vocational schools and community colleges. Projects have already been established in California, Wisconsin, Massachusetts, and New Mexico.

AMERICAN BAR ASSOCIATION, YOUNG LAWYERS' SECTION 212-586-8397
Suite 2030, 10 Columbus Circle, New York, New York 10019
Currently conducting a survey of selected election officials on policies concerning student voter registration, interested in working on legal aspects of voter registration procedures, especially those involving residency requirements.

AMERICANS FOR CONSTITUTIONAL ACTION 202-737-0937
20 E Street, NW, Washington, D.C. 20001
ACA index provides voting records and ratings at the close of each congressional session. Responds to requests for information on conservative candidates, conservative analyses of issues; provides campaign assistance to conservative candidates.

AMERICANS FOR DEMOCRATIC ACTION 202-265-5771
1424 16th Street, NW, Washington, D.C. 20036
ADA provides voting records and ratings on incumbent congressmen and selected issues; liberal orientation.

COMMITTEE ON POLITICAL EDUCATION (COPE) 202-293-5101
815 16th Street, NW, Washington, D.C. 20006
The political action arm of the AFL-CIO. Establishing pilot programs to collect registration data. Will conduct a registration drive in the spring among young union members and their families.

COMMON CAUSE 202-293-1530
2100 M Street, NW, Washington, D.C. 20037
Coordinated lobbying on the 26th Amendment to the Constitution. Their Voting Rights Project is collecting information and preparing for litigation on aspects of laws that hinder voting rights.

DEMOCRATIC NATIONAL COMMITTEE 202-333-8750
2600 Virginia Avenue, NW, Washington, D.C. 20037
Plans a nationwide voter registration drive that will be coordinated on state and congressional district levels. Interested in cooperative efforts to disseminate information, channel resources, and conduct drives.

FEDERAL VOTING ASSISTANCE TASK FORCE 703-694-4960
1117 North 19th Street, Arlington, Virginia 22209
Working to provide voting information to absentee voters, i.e. military and dependents, federal employees overseas. Seeking from states a greater liberalization of absentee voting process.

FRIENDS SERVICE COMMITTEE ON NATIONAL LEGISLATION 202-547-4343
1822 R Street, NW, Washington, D.C. 20009
Provides analysis of statements, actions, and voting records of representatives and senators. Publishes a five-part "how-to" series that includes "How To Work in Politics" and "How To Work For The Congressional Candidate of Your Choice."

INSTITUTE FOR ELECTION LAW ADMINISTRATION
The American University, Washington, D.C. 20016
An organization established recently at The American University for the purpose of conducting research in election administration. Good source of information in this field. Publishes ELECTIONews, which contains pertinent information for election officials and others interested in election laws and procedures.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES 202-833-4000
1201 16th Street, NW, Washington, D.C. 20036
Affiliated with the National Education Association, a professional organization of social studies teachers interested in curriculum development and reform. Publishes a free bibliography of publications and other materials of practical use for those interested in working with schools in the field of political education.

REPUBLICAN NATIONAL COMMITTEE 202-484-6500
310 First Street, SE, Washington, D.C. 20003
Plans a voter registration drive conducted under the auspices of state party chairmen and their youth assistants. Will begin work in fall and is interested in working with other groups.

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE 404-522-1420
334 Auburn Avenue, NE, Atlanta, Georgia 30303
A grass roots organization, primarily composed of southern blacks, which came to prominence under the leadership of the late Dr. Martin Luther King, Jr. Plans to work across the South registering primarily young blacks. Wants to ally with other groups to channel efforts into areas where they are most needed.

VOTER EDUCATION PROJECT 404-522-7495
5 Forsyth Street, NW, Atlanta, Georgia 30303
Formerly under the sponsorship of the Southern Region Council. At the forefront of voter registration and voter education for black, low-income, and other minority groups in the South. Has published a comprehensive manual explaining how to conduct a registration campaign.

MATERIAL RESOURCES

A. BIBLIOGRAPHY

1. Non-fiction

Bailyn, B. Origins of American Politics
Bell, D. The Radical Right
Bendiner, R. White House Fever
Binkley, W. American Political Parties
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Bunzel, J. Anti-Politics in America
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Coolidge, O. Women's Rights
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Falkner, H. American Political and Social History
Politics, Reform and Expansion - 1890-1900
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The American Political Tradition

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Loeb, M. Plunging into Politics
Lubell, S. The Future of American Politics
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Orth, S. The Boss & The Machine
Redding, J. Inside the Democratic Party
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Roseboom, E. History of Presidential Elections
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Werner, M. Teapot Dome
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2. Non-fiction - Biography

Blum, J. Woodrow Wilson and The Politics of Morality - the policies and programs of Woodrow Wilson as President
Burns, J. John Kennedy: A Political Profile
Davis, K. Politics of Honor: Biography of Adlai E. Stevenson

Evan, R. Lyndon B. Johnson: The Exercise of Power
McDowell, E. Barry Goldwater: Portrait of an Arizonian - Biography of "Mr. Conservative" of the 60's
Montgomery, R. Mrs. LBJ - Biography of Lady Bird Johnson
Morris, J. Nelson Rockefeller
Nixon, R. Six Crisis - Nixon as Vice President
Rovere, R. Senator Joe McCarthy
Salinger, P. With Kennedy - Pierre Salinger's remembrances of John F. Kennedy
Sorensen, T. Kennedy - JFK's years in office by his top aide
Stone, I. They Also Ran - collection of biographical sketches of the Presidential losers
Truman, H. Memoirs - the memoirs of the 32nd President of the U.S.

3. Fiction

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Burdick, E. Fail-Safe - the cold war gets hot when a computer failure sends bombers to Russia
Churchill, W. The Crisis - Churchill's memoirs of World War II
Drury, A. A Shade of Difference
Advise and Consent - an inside look at the workings of the U.S. Senate
Capable of Honor
Gerson, N. The Slender Reed
Hulbert, J. Noon on the Third Day
Kane, H. The Lady of Arlington
Bride of Fortune
Knebel, F. Night of Camp David - the President suffers from extreme paranoia
Seven Days in May - an attempted military takeover of the U.S.A.
Knebel, F. and Bailey, C. Convention - an inside look at a hotly contested convention
Morrow, H. Forever Free
The Last Full Measure
With Malice Toward None
O'Conner. The Last Hurrah - Massachusetts, "Back Bay" politics at its best
Traver, R. Hornstein's Boy
Vidal, G. The Best Man (Play) Sen. Joe Cantwell and Sec'y of State Russell overlook nothing in a battle for party's nomination
Washington, D.C. - Washington politics during the 30's 40's and 50's.
Wellman, P. Magnificent Destiny

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See Also Bibliography for Government Unit.

B. FILMS

Democracy in Action - The Candidates Are Chosen - Screen News Digest
Focus on Capital Hill (Opening of 88th Congress) - Screen News Digest
How We Elect Our Representatives - Coronet
Making of the President: 1960 - Jim Handy Organization
Making of the President: 1964 - Film Distribution Dept.
Meaning of Elections, The - Coronet
Political Parties - Coronet
Political Parties - Encyclopedia Britannica
Pollsters & Politics - Association Films
Portrait of a President - Lyndon Baines Johnson - Screen News Digest
Presidential Elections - Encyclopedia Britannica
Public Opinion in Our Democracy - Coronet
Smear: The Game of Dirty Politics - Association Films
To the Party of Your Choice - Association Films

C. FILMSTRIPS

Ballot, The - Eyegate
Beginning of Political Parties, The - Society for Visual Education, Inc.
Electing a President - N.Y. Times Filmstrips
Influencing the Voter - Eyegate
Political Parties - Eyegate
Political Parties - S.V.E. Filmstrips
Political Parties and Elections - McGraw Hill
Political Pattern, The - Filmstrip House

D. RECORDS (Educational Record Sales)

American History in Ballad and Song, Vols. I & II
Election Songs of the U.S. - Oscar Brand
Great American Speeches
I Can Hear It Now, Vols. I, II, III - Edward Morrow
Inaugural Addresses - Roosevelt, Truman, Eisenhower, Kennedy
Kennedy: A Self-Portrait
Minority Party in America - Norman Thomas
Untypical Politician, The - Myles M. Platt

E. SIMULATIONS AND GAMES

(a) Budgetary Politics and Presidential Decision-Making

(b) Decision-Making by Congressional Committee

(c) Presidential Election Campaigning

(d) The Congressman at Work

(e) American Constitutional Convention

Authors - Coplin, W.D. and Stitleman, L.
Available through: Science Research Association, Inc.
259 East Erie St., Chicago, Ill. 60611

Some Simulations and Where To Get Them

Crisis - A Simulation of international conflict in which players form teams of three to six players to manage the affairs of six fictional nations. The nations, which vary in overall strength and military capacity, are faced with the problem of resolving a tense situation in a mining area of enormous importance to the world.

Napoli - (National Politics) is a simulation in which participants serve as members of a legislature, representing one of two political parties and one of eight states. Napoli illustrates the legislative process and the representative nature of democracy. The goal of each participant is to be reelected at the end of the simulation by working toward the passage or defeat of eleven bills before the house.

Sitte - In Sitte, participants are members of one of five interest groups who use their influence to produce changes in the city of Sitte. The five interest groups are Business, Disenfranchised, Government, Ad Hoc Committee for Parks and Trees and Taxpayers Association.

Plans - In the Plans simulation, participants are members of an interest group which uses its influence to produce changes in the American society. There are six interest groups: Military, Civil Rights, Nationalists, Internationalists, Business and Labor.

Metropolitics - Participants in Metropolitics take the role of citizens of the Skelter Metropolitan area. Through persuasion and coalition formation they attempt to get one of four different forms of government adopted for the area. The proposals include (a) a single county-wide government, (b) a two-level approach similar to that found in Dade County, Florida, (c) a special district approach, and (d) neighborhood governments.

The above simulations are available from SIMILE II, P.O. Box 1023, LaJolla, California. Prices are $3.00 for a sample set; $35.00 for a 25 student kit; and $50.00 for a 35 student kit.

Starpower - Starpower is a game in which a low mobility three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth in the form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth through trading with other participants. 18 - 35 players; $3.00 for directions; $25.00 for a 18 - 35 student kit; also available from SIMILE II.

SIMILE II Publications
Occasional Newsletter $5.00 3 Issues
"Exploring Classroom Uses of Simulations" $.90
"Using Simulations to Teach International Relations" $1.25

Edge City College - The Edge City College Game is designed for 15 - 25 players and consists of players in roles of trustees, administrators, faculty members, or students. Through the events of play, they must make the routine decisions required of their position, as well as major decisions about the direction of Edge City College. Issues are related to contemporary campus issues and are designed

to provide an overview of college functioning as well as a simulation environment to test ideas. $30.00 available from Urbandyne, 5659 South Woodlawn Ave., Chicago, Ill. 60637.

Urban Dynamics - Urban Dynamics allows players (12 - 24) the opportunity to participate in a living city; they are its rich and poor, its powerful and powerless. By participating in the political, social, economic, and historical dimensions of city life, they are able to see the complex interaction of urban structures, and the effect of these structures on intergroup relations. Players become personally involved with the desires, tactics, and frustrations of the people who live in cities and eventually have a testing ground for creative solutions to urban dilemmas. $95.00 from Urbandyne.

Youth Culture Game - The Youth Culture Game provides, as much as possible, the complete environment of youth culture. Players experience different aspects of the youth culture as they progress from birth through societal experiences and possible detours from the mainstream. The game is designed for adults usually, and is run by kids. $15.00 from Urbandyne.

Interact - P.O. Box 262, Lakeside, California 92040 produces approximately 15 games for use in groups from jr. high to college. Game topics are usually historical events political events, or contemporary issues such as peace, strikes, ecology, etc. Each game set is $10.00 and includes 35 student guides and a teacher's guide. On request they will send complete descriptions and order forms.

Abt Associates - 55 Wheeler St., Cambridge, Mass. 02138 produces over 100 games for elementary through high school students covering multiple social study, and science topics. They primarily work with school systems and will design games to individual school requests. Their literature is also available on request.

NEW JERSEY ASSOCIATION OF CHOSEN FREEHOLDERS

Central Office, Room 209, Mercer County Administration Building, Box 1777,
640 South Broad Street, Trenton, N. J. 08607 (609) 394-3467

OFFICIAL ROSTER OF THE 133 FREEHOLDERS OF 21 COUNTIES

Compiled by Jack Lamping, Executive Vice President

1972					1972
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BERGEN COUNTY (9)	Administrative Bldg.	Hackensack	07601	201-646-2000
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Kevin J. McDermott	6 Oak Place	Demarest	07627	768-1573
Harry Randall, Jr.	287 Kinderkamack Road	Westwood	07675	664-0505
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Daniel Focarelli (Clerk)				
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Catherine Costa (Mrs. Joseph)	38 Rockland Drive	Willingboro	08046	877-4765
Dr. Charles H. Ehrlich	1217 Delaware Ave.	Delanco	08075	461-0615
Dr. James A. Miller	500 Homestead Ave.	Mount Holly	08060	267-2912
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Lee B. Laskin	3010 Clinton Street	Camden	08105	966-5419
Barnaby W. McAuslan *	10 Surrey Road	Ashland	08003	428-3271
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Ronald C. Kerins (Administrator)				
Frederick H. Brown (Clerk)				215-241-3513

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Walter H. Myers (Clerk)				

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ESSEX COUNTY (9)	Hall of Records	Newark	07102	201-961-7000
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Thomas H. Cooke, Jr.	74 Hawthorne Avenue	E. Orange	07018	242-1821
Gerardo L. DelTufo	510 Highland Avenue	Newark	07104	483-1492
C. Stewart Hausmann	191 Park Place	Irvington	07111	372-3311
Joseph L. Iannuzzi	205 Mt. Prospect Ave.	Newark	07104	485-7229
Philip M. Keegan	321 Sanford Avenue	Newark	07106	375-4979
Joseph Napolitano/180 Franklin St.	~~279 Bloomfield Avenue~~	Bloomfield	07003	743-5045
Raymond P. Stabile	342 Clifton Avenue	Newark	07104	483-1074
Walter C. Blasi (Supervisor)				
Mrs. Ruth E. Stevenson (Clerk)				

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Edmund E. Downer	Box 203, RD #2	Williamstown	08094	881-0789
Lee W. Ranstrom	16 Ivy Court	Turnersville	08012	227-9588
Donald H. Wagner	7 Budd Boulevard	Woodbury	08096	845-0081
Raymond J. Zane	24 North Childs Street	Woodbury	08096	845-2393
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Robert Lee (Clerk)				

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William P. Boyle DIRECTOR	223 8th Street	Jersey City	07302	653-3761
Angelo A. Cifelli	47 Cleveland Avenue	Harrison	07029	483-7774
Louis DePascale	1233 Garden Street	Hoboken	07030	792-3000
Robert H. Slade	12 McDougal Street	Jersey City	07304	432-1054
Charles J. Steinel	1407 Seventh Street	North Bergen	07047	866-5529
William J. Wolfe	129 "A" Hutton Street	Jersey City	07307	798-2569
Mrs. Luba Tarby Zloncewski (Dr. Francis)	77 Morris Street	Jersey City	07302	433-1756
~~John M. Deegan~~ (Supervisor)	Edward P. Clark			
Frank E. Rodgers (Clerk)				
Vincent G. Fusilli	1124 Washington St.	Hoboken	07030	

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HUNTERDON COUNTY (3)	Administration Building	Flemington	08822	201-782-6214
Vincent Abraitys (Director)	R.D.	Sergeantsville	08557	782-2169
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William W. Winter	5 Madeline Street	Hampton	08827	537-2310
Robert Hauck (Clerk)				
	Administration Building			
MERCER COUNTY (7)	P.O. Box 1777	Trenton	08607	609-989-8000
Arthur R. Sypek (Director)	* 250 Lawrenceville Road	Trenton	08638	695-2218
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Dr. Dominick A. Iorio	201 Berwyn Place	Trenton	08638	396-0212
Gilbert W. Lugossy	2135 S. Broad Street	Trenton	08610	888-3193
Clifford W. Snedeker	92 Smithfield Avenue	Trenton	08638	882-5802
Paul J. Sollami	* 143 East State Street	Trenton	08608	695-4191
Joseph E. Tighue	* 78 Cranbrook Road	Trenton	08690	587-7757
John W. Gleeson (Administrator)				
Robert A. Carmignani (Clerk)				
MIDDLESEX COUNTY (7)	Co. Administration Bldg.	New Brunswick	08901	201-246-0400
George J. Otlowski (Director)	541 Kennedy Street	Perth Amboy	08861	442-0443
Peter Daly Campbell	8 Parkview Drive	New Brunswick	08901	247-3397
Stephen Capestro	4046 B Woodbridge Ave.	Edison	08817	442-4141
Francis J. Coury	204 Lincoln Avenue	Highland Park	08094	545-8360
Louis F. May, Jr.	18 Garfield Avenue	Old Bridge	08857	254-4165
Thomas J. Molyneux	6 DeGrasse Street	Fords	08863	548-8173
John A. Phillips	66 Laurence Parkway	LaurenceHarbor	08879	566-4618
Richard M. Mack, Jr. (Clerk)				
MONMOUTH COUNTY (5)	Hall of Records	Freehold	07728	201-431-4000
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Axel B. Carlson, Jr.	62 North Main Street	Manasquan	08736	223-1272
Ernest G. Kavalek	10 Eldridge Avenue	Middletown	07749	671-2465
Harry Larrison, Jr.	95 Broadway	Ocean Grove	07756	774-2590
William L. Ulrich (Clerk)				
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MORRIS COUNTY (7)	Co.Administration Bldg.	Morristown	07960	201-285-6212
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Dean A. Gallo	186 Allentown Road	Parsippany	07054	887-4096
John C. Korn	56 Malapardis Road	Whippany	07981	887-0348
James H. Plante	20 Roosevelt Road	Chatham	07928	635-0852
Alfonse W. Scerbo	1267 Birch Street	Boonton	07005	334-3331
Henry R. Sperling	34 Hillside Avenue	Mine Hill, Dover	07801	366-1007
Miss Helen A. Munson (Clerk)				
OCEAN COUNTY (5)	Courthouse	Toms River	08753	201-244-2121
George F. Makin (Director)	* 21 Niblick Street	Pt. Pleasant Beach	08752	892-1642
Joseph E. Buckelew	120 Adelaide Place	Lakewood	08705	363-7139
William T. Hornidge	629 Beacon Avenue	Beachwood	08722	349-2113
Joseph S. Portash	Rte. 37, RD #1, Box 2	Lakehurst	08733	657-8042
Stanley H. Seaman	210 Kelly Avenue	Tuckerton	08087	296-2068
Mrs. Emily L. Carter (Clerk)				

PASSAIC COUNTY (7)	Administration Bldg.	Paterson	07505	201-525-5000
Edward G. O'Byrne (Director)	678 East 30th Street	Paterson	07503	523-2722
Joseph F. D'Arco	181 Randolph Avenue	Clifton	07011	478-0538
Charles S. Dorman	2 Park Lane	Little Falls	07424	256-5614
Donald A. Farinella	151 Elmwood Avenue	Passaic	07055	473-5021
Edward Gola	1440 Union Valley Road	West Milford	07480	728-1185
Sidney H. Reiss	85 Elmwood Avenue	Passaic	07055	471-4510
George J. Sokalski	295 Arlington Avenue	Paterson	07505	278-9574
Walter S. Steinmann (Administrator)				
Donald Van Heemst (Clerk)				
SALEM COUNTY (7)	Courthouse	Salem	08079	609-935-1661
John A. Waddington (Director)	RD #3	Salem	08079	935-4716
George W. Ayres	Greenwich Street	Alloway	08001	935-3828
David B. Crocket	241 "I" Street	Carney's Point	08069	299-0506
Joseph J. Dyer	31 Craig Place	Pennsville	08070	678-2376
Thomas A. Pankok	314 South Broadway	Pennsville	08070	935-4484
George C. Pappas	16 Van Meter Terrace	Salem	08079	935-0615
Benjamin W. Timberman	21 Salem Street	Elmer	08318	358-2153
Warren R. Swaverly (Clerk)				
SOMERSET COUNTY (5)	Administration Bldg.	Somerville	08876	201-725-4700
Bjorn Firing (Director)	101 Rock Road, West	Green Brook	08813	755-5956
Doris W. Dealaman (Mrs. Laird)*	Round Top Road	Bernardsville	07924	766-1861
Dr. Thomas E. Maggio	61 Preston Drive	Somerville	08876	722-3895
John R. Mullen	Airport Road, RD	Somerville	08876	722-5010
Joseph C. Pucillo	New Brunswick Rd.,RD#1	Somerset	08873	356-1566
Guy E. Millard (Administrator)				
SUSSEX COUNTY (3)	Administration Bldg.	Newton	07860	201-383-1023
Emil S. Sorensen, Jr.(Director)	8 Glenside Trail	Sparta	07871	729-6503
Francis A. Lockburner	RD #5, Box 40	Newton	07860	383-4916
Jack Prout	RD #1	Branchville	07826	875-3675
Mrs. Louise Childs (Clerk)				
UNION COUNTY (9)	Courthouse	Elizabeth	07201	201-353-5000
Everett C. Lattimore (Director)	214 Hillcrest Avenue	Plainfield	07060	756-3771
Thomas A. Kaczmarek	16 Cook Street	Clark	07066	382-3270
Thomas W. Long	219 Gesner Street	Linden	07036	925-1114
William J. Maguire	20 Poplar Terrace	Clark	07066	272-6484
John F. Mottley	1104 Coolidge Avenue	Elizabeth	07208	352-5631
Matthew H. Nilsen	749 North Broad Street	Elizabeth	07208	354-3094
Harold J. Seymour, Jr.	604 Orchard Street	Cranford	07016	276-8924
Edward H. Tiller	502 Locust Avenue	Garwood	07027	789-1565
Walter E. Ulrich	98 Colonia Boulevard	Rahway	07065	388-7859
Mrs. Matilda T. McGowan (Clerk)				
WARREN COUNTY (3)	Courthouse	Belvidere	07823	201-475-5361
Herman A. Shotwell (Director)	Knowlton-Polkville Rd.	Columbia	07832	459-4500
Benjamin Bosco	138 Fourth Street	Belvidere	07823	475-2715
Frank J. Seney	345 Morris Street	Alpha	08826	454-9426
Morris R. Wilson (Clerk)				

* All Mail to Courthouse

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SPECIAL NOTICE

THE SIX-MONTH NEW JERSEY STATE RESIDENCY REQUIREMENT HAS BEEN DECLARED UNCONSTITUTIONAL AND IS NO LONGER IN EFFECT. THE ONLY RESIDENCY REQUIREMENT IS FORTY (40) DAYS IN THE COUNTY FOR LOCAL, COUNTY AND STATE ELECTIONS AND THIRTY (30) DAYS IN THE COUNTY FOR FEDERAL ELECTION.

THE CHANGE WAS MADE AFTER THE PRINTING OF THE VOTING RIGHTS MANUAL AND THE VOTER REGISTRATION FILMSTRIP.

BE SURE TO NOTE THIS CHANGE WHEN DISSEMINATING THESE PROCEDURES.

SP 005054

Multi District
Institute for Political Education

QUESTIONNAIRE

Directors:
☒ Barry E. Lefkowitz
☒ [redacted]
Dave DuPell
Asst. Dir.

To: M.D.I.P.E. Participating Teachers & High School Principals

From: Barry E. Lefkowitz, Director
Multi-District Institute for Political Education

Re: 18-21 Year Old Voter Registration Drive: MDIPE is a Federally Funded Program to establish voter education programs for all New Jersey secondary school students. Our particular focus at this time is to encourage all eligible voters, 18 to 21 years old to register and/or vote in the upcoming presidential election. The few questions contained herein are directed toward that objective. We sincerely appreciate your cooperation in completing and returning this questionnaire.

Date: September 1, 1972

1) Every high school in the State of New Jersey was to be provided with M.D.I.P.E. program materials to assist in initiating election programs during the months of September and October. Did you receive these materials?

☐ Yes ☐ No

2) Did you, or some member(s) of your professional staff initiate an election activity involving the students in the actual electoral process? ☐ Yes ☐ No

3) Was this activity a direct result of receiving the M.D.I.P.E. program materials?

☐ Yes ☐ No

4) Did you find the M.D.I.P.E. program materials

☐ Excellent ☐ Good ☐ Fair ☐ Poor

5) In the following space provided, please comment on the M.D.I.P.E. project with specific reference to:

(a) program materials received
(b) voter education workshops attended
(c) other observations

6) Would you please make recommendations, if any, on the need for (a) more workshops, (b) more direction from project staff, (c) more direction from State Department of Education and (d) more involvement from outside agencies in preparation of materials, etc.

HIGH SCHOOL VOTER REGISTRATION LIST

Page_____

_____HIGH SCHOOL DISTRICT_____

COUNTY_____ STATE_____ _____

NUMBER OF ELIGIBLE VOTERS IN SCHOOL_____

NUMBER OF ELIGIBLE VOTERS ALREADY REGISTERED_____

_____ = (80% of Eligible Voters) - (Number already Registered)
(Number of New Registerants Needed)

NUMBER OF NEW REGISTRATIONS ATTAINED_____

% OF REGISTERED H.S. STUDENTS WHO VOTED IN NOVEMBER_____

NAME	Home Room #	Registered	Not Registered	Voted in November Election	Did Not Vote in November Election	

HIGH SCHOOL VOTER REGISTRATION LIST

Page_____

	Homeroom #	Registered	Not Registered	Voted in November Election	Did Not Vote in November Election	

ED 071936

UNDERSTANDING PARTY STRUCTURE

SP 005054

A BEGINNER'S GUIDE TO SUCCESSFUL INVOLVEMENT IN THE NEW JERSEY POLITICAL PARTY SYSTEM

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

POLITICAL PARTY STRUCTURE prepared by:

DAVID S. LICHTENSTEIN
COORDINATOR OF VOTER EDUCATION

MULTI-DISTRICT INSTITUTE
FOR POLITICAL EDUCATION

BARRY E. LEFKOWITZ
DIRECTOR

PARTY STRUCTURES

According to the election laws of the State of New Jersey, "political party" means a party which,at the election held for all the members of the General Assembly following the holding of any primary election held pursuant to Title 19 (election laws), has polled for members of the General Assembly at least 10% of the total vote cast in New Jersey.

STATE ORGANIZATIONS

At the top of both the state democratic and republican parties are the state chairman, vice-chairman, and executive director. All are elected by representatives of the county organizations; the executive director is the full-time party official and receives a regular yearly staff salary, usually in the $15,000-$25,000 range (depending upon the party financial situations).

It is the procedure for both the democratic and republican parties that if the State chairman is a man, then the state vice-chairman will be a woman and vice-versa. The executive director, however, may be a man or woman.

The county leadership is similar to the state structure for both parties. The county chairman, vice-chairman and executive director are all elected by representatives from local municipal organizations .

The male-female relationship between county chairmen and vice-chairmen is again in rule as with state policy. The executive director remains the full-time staff person receiving a salary in the range of $13,000-$20,000 (depending on the county party budget).

The local municipal chairman is elected by the local committeeman and committeewoman, the legally designated representatives of the local party structure. Thus, a quick glance at the relationship between state, county, and local parties will indicate several well organized structures which could control the election of local, county, and state leadership. And they do.

This is why individuals from "strong" counties seem to have a majority of leadership positions, while some "weak" counties, have no representation at all. There is one significant characteristic of any powerful county or state political machine. Its basic support is found in the home community of its major political leaders, and while this may or may not always be 100% true, it is applicable in a majority of cases. There are reasons for this happening. In politics, most things don't just happen - they occur for very logical reasons. We will explore these reasons as we now take a look at the basic and the often kept secret structure of the county committee system.

INTRODUCTION — AWARENESS FOR SURVIVAL

The practical functions of the American political system have been kept at a distance from the average citizen. The process by which decisions are made is too often accepted by the individual to be an incomprehensible distraction.

A poll taken during a voter education project sponsored by the Multi-District Institute for Political Education revealed that only TWO (2) students out of ONE THOUSAND (1,000) knew the function of a local committeeman or committeewoman. The students polled were student leaders, including student body presidents, student council members, chairmen, and newspaper editors.

The committee system is the basic community structure providing a vehicle for responsible political involvement, yet ONLY 2% of New Jersey Student leaders polled were aware of its existance.

It would seem that there is a belief among Americans that problems should, and will, be solved at a national, or state level, rather than in the community. This is substantiated by the fact that the greatest number of citizens vote in the presidential election, and the number of voters steadily decreases as the proximity of the election to the community increases. In fact, an average of over 10% of all New Jersey County Committee seats are vacant in any given year.

It is the contention of this author that the availability of a very meaningful political party involvement does exist in your own community. Even if your major concern is electing a president of the United States who represents your political philosophy and social self-interest, the existence of a strong community base makes coordinating a local, county, and even state campaign a much easier and orderly process than if a structured community base did not exist.

This manual does not attempt to pose an in-depth study of the political process. What it attempts to do is briefly expose the reader to those political opportunities in the community which do exist, and to provide some understanding of the process by which political decisions are made.

If man is to successfully survive the problems of an ever-changing society, he must be politically responsible and aware of the forces which cause these problems and the alternatives for coping with them. The American political structure provides this vehicle for survival, but unless it is fully comprehended and utilized on a COMMUNITY level, we may someday become the slaves of pollution, crime, and skyrocketing living costs, rather than to be the masters of them and our own future destinies.

It is clear that most Americans do not vote in committee elections. The poll of student leaders makes one tempted to hypothesizing that most Americans are not even aware of the committee structure.

This means that an individual who does understand it, has a clear political advantage over those who do not. Look at the lasting political bosses, and there is a good chance that many committeemen or committeewomen who began their career concurrently with his (or her) emergence as a municipal or county leader, now either has also advanced politically or has chosen to remain as a county committeeman or woman.

Many committeemen or committeewomen who remain loyal to the party leadership have retained their seats for over twenty (20) to thirty (30) years, because, rather than having involved into a vehicle for responsible social and political action, the committee system has become a method of repaying and insuring party loyalty.

In fact, it is quite natural to expect, before a primary contest, for the party leadership to sit down and decide in advance who will make a good-meaning loyal-committeeman or woman. This individual then has their name placed on the ballot - 85% of the time unoppossed - and the LOYAL PARTY VOTERS in that district are urged to vote in the primary.

Thus, while by structure the committeemen and women elect the municipal chairman, it practically is quite the opposite as the municipal chairman decides who the committee person will be, gets them elected, and in turn gets himself (or his designate) re-elected. In this manner, party leadership is perpetuated.

There are two major methods by which party leadership insures committee control. The first occurs when a party controls the municipal elected officially. This provides the opportunity for various appointments (known as the spoils system) whereas elected and prospective county committeemen and women are given county or local jobs. Their employers are, in fact, the political bosses who secured these jobs for them and who can have them fired on order.

Thus, their loyalty to the party incumbent leadership is further guaranteed.

A method of introducing committeemen and women to their voting (and prospective voting) party constituency is by appointing them to chair the local Red Cross, March of Dimes, or some other philonthropic drive.

The examination of these methods is by no means meant to condone or condemn them, but to simply expose to the new voter the way politics sometimes really works.

COUNTY COMMITTEE SYSTEM

Coinciding with primary elections for candidates who will receive party endorsements in the following general elections is the election of county committeemen and committeewomen.

This is potentially one of the most important positions in the political structure. Every municipality is broken down into districts. The registered members of a political party (Democratic, Republican) in a district elect to represent them, two (2) county committee people; one committeeman and one committeewomen. The committee people have the following responsibilities and privileges:

1. to promote party interests,
2. to increase the membership of actual party workers and club members,
3. to assist in voter registration,
4. to check voting lists,
5. to serve as poll challengers during elections,
6. to elect the local municipal chairman,
7. to elect all other municipal party officers,
8. to decide municipal party policy,
9. to determine how municipal party funds are spent, and
10. to serve on the county party committee.

Thus, if a majority (51%) of citizens sharing the same political beliefs and self-interests, were elected to a local county committee, they could implement their desires and needs. Think of what this means in terms of responsible political activity. Sincere, civic-minded committeemen and committeewomen could make their party one of ecological equal rights, and fair economical policy concern IN THEIR OWN COMMUNITIES.

They could elect municipal party leaders who share these ideals and provide a base of support for candidates who share those ideals.

Unfortunately, however, rather than being a vehicle for responsible action, the committee system has long been the method of voter manipulation used by political demogogues for their own self-interests and gain.

COUNTY COMMITTEE MACHINE

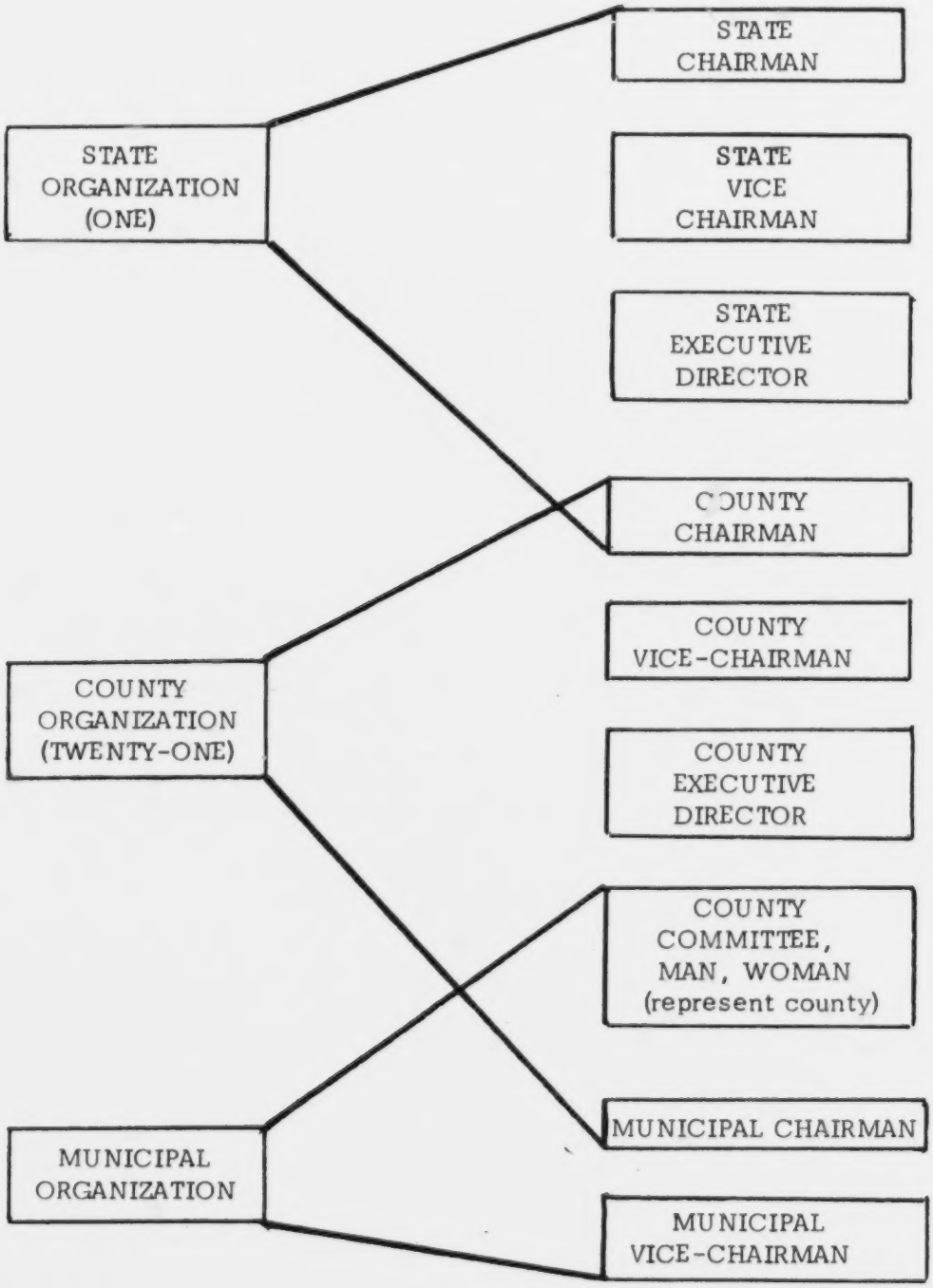
Have you ever wondered how a political giant has successfully survived so long in the political system? The key to much of his (or her) success may be found in the county committee systems.

Usually a full slate of contested races for committee seats occur when either a new leadership surge emerges in the party or when incumbent party leadership is indicated for graft or corruption.

Just as the committee system can, and sometimes has, been used for manipulation of political powers, it also represents the major vehicle for party reform and responsible political action. I would urge all young people who wish to become involved in politics to choose the party of their choice and become involved as an organized group in the committee system.

STATE PARTY STRUCTURE

(SAME FOR DEMOCRATIC AND REPUBLICAN PARTIES)



ED 071936

THE

LOBBYIST

A GENERAL GUIDE ON LOBBYING

SP005054

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12 Hudson

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591 Summit Ave., Jersey City 07306 (201) 653-0245

12A Part of Hudson

JOSEPH A. LeFANTE, D.
Office: 300 Broadway, Bayonne 07002 (201) 436-2582
Home: 66 West 36th St., Bayonne 07002 (201) 436-1870

DAVID A. WALLACE, D.
368 Elm St., Kearny 07032
Office: (201) 622-7000, Ext. 2396; Home: (201) 998-6007

District

12B Part of Hudson

MICHAEL P. ESPOSITO, D.
275 Newark Ave., Jersey City 07302 (201) 653-0148

WILLIAM G. WILKERSON, (M.D.) D.
428 Bergen Ave., Jersey City 07304 (201) 435-0707

12C Part of Hudson

SILVIO J. FAILLA, D.
533 Willow Ave., Hoboken 07030 (201) 659-0082

CHRISTOPHER J. JACKMAN, D.
744 Broad St., Suite 1101, Newark 07102 (201) 622-2758

13A Part of Bergen

HAROLD A. PARETI, R.
404 Hackensack St., Carlstadt 07072 (201) 438-0550

PETER J. RUSSO, R.
639 Ten Eyck Ave., Lyndhurst 07071 (201) 939-1678

13B Part of Bergen

BYRON M. BAER, D.
420 Lantana Ave., Englewood 07631 (201) 567-0397

ALBERT BURSTEIN, D.
26 Journal Sq., Jersey City 07306 (201) 653-7500

13C Part of Bergen

C. GUS RYS, R.
8-01 Berdan Ave., Fair Lawn 07410 (201) 797-4285

JOHN A. SPIZZIRI, R.
350 Franklin Ave., Wyckoff 07481 (201) 891-1370

13D Part of Bergen

RICHARD W. DeKORTE, R.
18 Clark St., Paterson 07505 (201) 525-7700

CHARLES E. REID, R.
620 West Drive, Paramus 07652 (201) 262-0344

13E Part of Bergen

EDWARD H. HYNES, D.
351 Maywood Ave., Maywood 07607 (201) 845-7726

ROBERT C. VEIT, R.
191 Johnson Ave., Dumont 07628 (201) 836-4500

14 Passaic

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Home: 7 Van Ness Ave., Pompton Lakes 07442
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663 Main Ave., Passaic 07055 (201) 779-8971

14B Part of Passaic

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15 Warren, Sussex

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LEGISLATIVE ROSTER
1972

SENATE

District

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2 Atlantic

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4C Part of Burlington

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5 Monmouth

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RICHARD R. STOUT, R.
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6A Hunterdon, Part of Mercer

WILLIAM E. SCHLUTER, R.
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MULTI-DISTRICT INSTIT

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THE NEW JERSEY STAT

DR. CARL MARBU

UTE FOR POLITICAL EDUCATION,

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RGER, COMMISSIONER

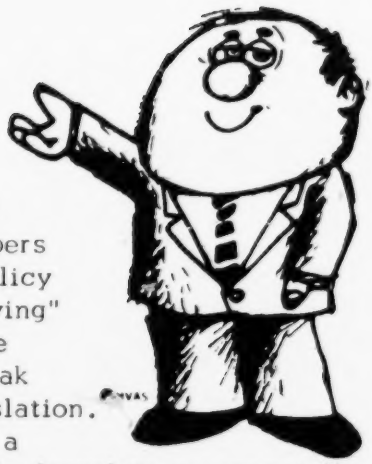
THE LOBBYIST prepared by:

DAVID R. DUPELL
CONSULTANT - MDIPE

MULTI-DISTRICT INSTITUTE FOR
POLITICAL EDUCATION

BARRY E. LEFKOWITZ
DIRECTOR

THE LOBBYIST



Persons conducting activities aimed at influencing public officials and especially members of a legislative body on legislation and other policy decisions are called lobbyists. The term "lobbying" actually describes the process of standing in the lobby of the legislative chambers waiting to speak with legislators about a particular piece of legislation. Unfortunately, most people think of lobbying as a difficult task and the voters feel removed from the legislature, especially on the state level. It is important to note here that lobbying is much more than standing in the hallways of the legislative chambers. Lobbying can be done over the phone, with letters or with telegrams. Often, all of these methods are used.

WHO ARE THE LOBBYISTS

Lobbyists are generally persons representing a company, an industry, or various interests groups such as the League of Women Voters, the VFW, and New Jersey Education Association. (Complete list of lobbyists in Appendix 1). Recently, young people have joined other lobbyists in the hallways of the state legislature and also in the hallways of the United States Congress. In 1969, young people in New Jersey lobbied for the 18-year old vote. The bill had been originally introduced in 1947 but was never acted upon by the state legislature. During the legislative session of 1969, New Jersey youth successfully lobbied for the 18-year old vote. The bill passed the Senate 30-0 and the Assembly 57-3. The young people involved in lobbying for the bill had never participated in a lobbying effort before. Other young people began lobbying for a reduction in college tuitions, end the war measures and ecology related legislation. This year young people lobbied for and won their legal rights at age 18. In addition to legislative support, the young lobbyists won the support of the Governor who signed the bill into law. These examples sufficiently point out that you can be an effective lobbyist.

Most people are not aware that lobbying is an important part of our legislative process both on the federal and state level. Most lobbyists are paid and must register with the State Attorney General's office. These are professional lobbyists. Legislators know that young people are not paid for lobbying and are genuinely committed to the passage of a bill. The committment of young people has won the respect of many legislators.

WHERE TO BEGIN

As an example, the successful lobbying effort for the 18-year old vote by members of the Voting Age Coalition will be used. Although there is an 18-year old vote today, this case study will provide an insight into youth lobbying efforts.

Before you begin to lobby you must be prepared. Essential to any lobbyist is a complete list of State Senators and Assemblymen with their addresses and phone numbers. In addition, you must accurately and thoroughly research the 18-year old vote question before approaching a legislator. During your research efforts remember that (a) your information must be convincing to sell the legislator on the merits of the 18-year old vote, (b) you will probably be the only source of information for the legislator on the 18-year old vote, and (c) it must provide a supporting legislator with arguments that can be used on the floor of the legislature.

Sources for your initial research are:

1. The Library of Congress in Washington
2. The State Library in Trenton
3. New Jersey Statutes (existing laws)
4. Past magazine articles in your school or local library
5. Contacting existing organizations in the state for information

MEETING YOUR LEGISLATORS

There are two Assemblymen and one Senator in your district. Call them and make an appointment to see them to discuss the 18-year old vote. It is important to remember that our state legislators are part-time legislators. They have other full-time jobs. It is best to deal with them in a straight forward manner. During the meeting you should follow this basic pattern: 1) Explain to the legislator that you are interested in the 18-year old vote, 2) Ask the legislator if a bill has been introduced to allow 18-year olds voting, 3) If the bill has been introduced in the legislature then ask who the principal sponsor is and what number the bill is (every legislator has a copy of the legislative index with a listing of bills), then ask the legislator how he feels about the 18-year old vote and whether or not he would vote for it, and 4) If the bill hasn't been introduced first ask the legislator how he feels about the 18-year old vote. If he is for the 18-year old vote, ask him if he will introduce a bill.

During the meeting with the legislators remember to be courteous, friendly and don't argue. When the legislator responds to your question regarding his position on the 18-year old vote don't react negatively if he says he is opposed to the bill or says he feels it is the wrong year to consider such a bill. This is only an information gathering meet for you. Don't be discouraged or angered if the legislator is opposed. Remember, there are 120 legislators and the opinion of one will not determine the outcome of your efforts. Your friendly attitude and courteous behavior may eventually determine the legislator's vote. If you anger the legislator you risk losing his vote no matter how many facts and arguments you give him during thelobbying.

Next, send a letter to all of the legislators. Tell them a) you are interested in the 18-year old vote, b) you are starting a lobbying campaign for the bill and c) you would like to know how they feel about the bill and if they would vote for an 18-year old vote. If 20% of the legislators respond, you have done well. These letters are not to be interpreted as an indication of how the entire legislature feels. Favorable responses are the easiest to receive. The responses will give you a start on a list of legislators favoring, opposing or undecided about the 18-year old vote. This list must be kept up to date at all times. Without a list your lobbying will be inefficient and useless.

GET OTHERS INVOLVED IN LOBBYING

Write letters to other high schools, colleges and organizations you feel may support the 18-year old vote. Some organizations are the New Jersey Education Association, AFL-CIO, and the League of Women Voters. (Complete list in Appendix 2). To help build up additional strength write to your Congressman and United States Senator, your City Councilmen and Mayor and to your Board of Chosen Freeholders in your County. Any other local church or civic organizations may be of help. Don't forget to seek their support. Those who respond favorably to your letters should be sent additional information on the 18-year old vote. Get them to actively join you by writing and calling their local legislators. You could help their effort by sending a list of local legislators. Meet with otherswho are interested in the 18-year old vote and get them to join you in Trenton to lobby.

LOBBYING IN THE LEGISLATURE

When you arrive in Trenton to lobby be dressed neatly - no dungarees on men or women. Dress isn't important to young people but it may be to several legislators. Your appearance may affect their votes. The legislature meets in the State House on West State Street in Trenton. When you enter the building you can organize your lobbying to cover the Assembly Chambers and/or the Senate Chambers depending on the number of people you have with you. Be sure to have information to hand to the legislators as you speak with them. Explain the information to them.

It isn't always easy to catch a legislator. They are busy and often moving fast. Be persistent without being pushy. Always address them as Assemblyman or Assemblywoman or as Senator. The best way to find out who a legislator is, watch for him or her to approach their seat in the chambers. You may go on the floor of the Assembly or the Senate if they aren't in session.

When speaking to a legislator about a bill use the same approach you used when meeting with the first legislator in your district. Always inquire about his position on the bill and if he will vote for it. If the legislator is opposed, don't argue but you can discuss the merits of the bill with him. If the legislator supports the bill, ask what you can do to help get the bill passed. Ask him who he thinks you should speak with about the bill. Accept any idea, don't refute an idea. Then ask the legislator how he can help you to get the bill passed. If he doesn't have an idea and you do, tell him and see if he would be willing to help.

The more sessions you attend for lobbying the better chances of getting the bill passed. If you plan on attending one or two of the sessions you will not have an impact on the bill. Having others helping is important. The legislature meets twice a week. If someone is there at least once a week lobbying you have a good chance of effecting legislation. While the lobbying is going on, letters or telegrams from supporting organizations and calls from local residents should be coming in to give your lobbying more strength. If the legislator feels you have a lot of support behind you, your lobbying will have a greater impact. Votes are the most important thing to a legislator.

HOW DOES THE BILL MOVE IN THE LEGISLATURE

The 18-year old vote bill must be introduced by a legislator. Similar bills on the 18-year old vote may be introduced in the same house and both houses at the same time, by different legislators. The author of the bill is the principal sponsor. If other legislators want their names on the bill they are the co-sponsors. You can be sure of these legislator's votes.

Once the bill is introduced, it is placed on first reading in the house to which it was introduced. At this point the bill is referred to a committee. The 18-year old vote is referred to the Judiciary Committee. The 18-year old vote is a constitutional question and requires that the Judiciary Committee hold a public hearing before either house can act on the bill. All of your resources should be prepared for the hearing and attend the public hearing in force. After the public hearing the committee may release the bill which would place the bill on second reading. Your lobbying efforts may have to center on getting the Judiciary Committee to release the bill. Remember that a lot of bills die in committee. Once the bill has been placed on second reading you may have to wait for the Speaker of the Assembly or the President of the Senate to allow the bill to be placed on third reading which means it will be voted on depending upon which house the bill is originating. If the Speaker or President feels that the business of their respective house are not inclined to place the bill on third reading then you may need help from other legislators. Seek their help. Once the bill is placed on third reading it will be ready for a vote. If you have been keeping your list of legislators favoring and intending to vote for the bill you will know the outcome of the bill before the actual vote. Keep double checking your list. Once passed by one house the bill goes to the other house where you will begin all over again. You needn't worry about another public hearing. One public hearing on the bill is sufficient.

SUMMARY

The example of the 18-year old vote deals with lobbying on the state level. The basic techniques explained in this manual can be used on the local and county levels too. Each level of government needs the involvement of concerned persons. Your lobbying will serve as a constant reminder to elected officials that a certain issue must be dealt with now. Without your presence and participation an issue may go unnoticed in the high-volume business of government.

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APPENDIX I

Master List of all Legislative Agents
Registered in Attorney General Office

Rec. No.	L.L.P.A. Active Legislative Agents
1.	Theron J. Lewis, 972 Broad Street, Newark, New Jersey 07102
2.	George J. Goldberg, Sharp Street, Millville, New Jersey
3.	Fred W. Cleaman, 1 Lantern Lane, Somers Point, New Jersey
4.	Leon J. Hinkelman, 136 West State Street, Trenton, New Jersey 08608
5.	Leonard A. Coyle, 332 West State Street, Trenton, New Jersey 08618
6.	Sidney J. Schwellenbach, 3530 Route 27, Kendall Park, New Jersey 08824
7.	Joseph Katz Co., Joseph Katz, Jay Adelman, 130 east state Street, Trenton, New Jersey 08608
8.	John Robert Heher, 1412 Trenton Trust Bldg., Trenton, New Jersey 08608
9.	William T. Hackenfeld, Prudential Plaza, Newark, New Jersey 07101
10.	Jack W. Owen, 1101 State Road, Research Acres, Princeton N.J. 08540
11.	William R. Baker, 1101 State Road, Research Acres, Princeton, N.J. 08540
12.	Alfred W. Sitarski, P.O. Box 222, Linden, New Jersey 07036
13.	Irving J. Sachs, 790 Broad Street, Newark, New Jersey 07102
14.	Gerald D. Hall, 54 Park Place, Newark, New Jersey 07102
15.	Donald M. Scott, 54 Park Place, Newark, New Jersey 07102
16.	Joseph M. Ludlum, 54 Park Place, Newark, New Jersey 07102
17.	Peter Dorn, 54 Park Place, Newark, New Jersey 07102
18.	Walter J. O'Brien, 180 West State Street, Trenton, New Jersey 08608
19.	Lewis J. Applegate, 180 West State Street, Trenton, New Jersey 08608
20.	Dr. Frederick L. Hipp, 180 West State Street, Trenton, N.J. 08608
21.	N.J. School Boards Assoc., Mark W. Hurwitz, Robert L. Lute, Harold P. Seamon, Jr., Jan Ronald Horsen, James B. Day, Robert F. Martinez, 407 West State Street, P.O. Box 909, Trenton, New Jersey 08608
22.	William W. Ronsay, 36 Scotch Road, Trenton, New Jersey 08628
23.	Gerald Paul Stoy, 107 North Lakeside Drive East, Medford, N.J. 08055
24.	Charles T. Dolan, 926 West State Street, P.O. Box 31, Trenton, N.J.
25.	William C. Hetherington & Co., William C. Hetherington, James C. Boyle, Richard B. Lordahl, Frank G. McGuire, 744 Broad Street, Newark, N.J.
26.	Stuart S Greenberg, Esqs., Joel H. Sterns, William S. Greenberg, 132 West State Street, Trenton, New Jersey 08608
27.	League of Women Voters, 162 West State Street, Trenton, N.J. 08608
28.	James C. Morford, 180 West State Street, Trenton, New Jersey 08608
29.	Irving J. Tesker, 911 N. Kings Highway, Cherry Hill, New Jersey 08034
30.	Robert W. Funk, 433 Bellevue Avenue, Room D-03, Trenton, New Jersey
31.	Norman Leslie Hughes, 4819 Browning Road, Pennsauken, N.J. 08109
32.	G. Stewart Francke, 1010 Holiday Inn, 222 W. State St., Trenton, N.J.
33.	N.J. Bankers Assoc., Robert C. Ferrer, Jr., Israel Soltz, Thomas C. Jackson, Jr., 499 N. Harrison Street, Princeton, New Jersey 08540
34.	Irving C. Fried, 33 Washington Street, Newark, New Jersey 07102
35.	Thomas J. Kean, P.O. Box 62, South Amboy, New Jersey
36.	N.J. Farm Bureau, C. H. Fields, Arthur H. West, 158 W. State St., Trenton, New Jersey 08608
37.	Oscar G. Garman, 5 Dianne Court, Clifton, New Jersey 07013
38.	Augustus Hamith, 744 Broad Street, Newark, New Jersey 07102

KNOCK ON EVERY DOOR

The basic tenet of American politics lies in its participatory nature. Full participation can only be reached when every person eligible is registered to vote.

Voter registration cannot be achieved by itself. It must be instigated by a group or groups: it is the purpose of this booklet to provide a tool for you to avoid the pitfalls and obstacles of a voter canvass and registration drive.

The method outlined in this manual, the "Mercer Method" (first used in Mercer County, New Jersey in 1952), has withstood the tests of time and location by proving its worth in Massachusetts, New Jersey, California, New York, and various locations in New England. The method rests its foundation on a "People to People" technique that time and again outstripped older and outmoded techniques. In Massachusetts for example, one of the contributing factors to the election of Edward M. Kennedy to the United States Senate was the 20,000 plus new registrants in Boston alone. This was accomplished in just six weeks.

We implore you to READ EVERYTHING and try to MASTER the concept. This manual comes with no fancy trimming, etc., everything within has a purpose. Please read all "notes," they help to further explain a lot of facets of the method. We wish you the best of luck and every success with your drive. Remember, there is only one way to reach everyone in your target district, and that is to KNOCK ON EVERY DOOR!!

Jon C. Huenemann
JON CHRISTIANSEN

James Finto
JAMES J. PINTO
Consultants To The Multi-District Institute For Political Education

Barry E. Lefkowitz
BARRY E. LEFKOWITZ
Director - MDIPE

CANVASS: TECHNIQUES

Although nervous at first, you'll soon become so accustomed to meeting people on their porches and conducting your "mini-interviews" with each of them you'll have devised your own little presentation, until such time, we've provided you with a lead-in speech.

GUIDELINES

A. Always Knock.
This is because most doorbells don't function properly.

B. Carry a Clipboard.
Keeps paperwork manageable; creates quite an audible noise when rapped on front door.

C. Keep a foot at the bottom of the door.
In case of grouchy canines.

SPEECH

Good morning
afternoon Ms. _____ I'm from the Institute For Political Education of _____ H.S. and we are canvassing this neighborhood. Would you mind answering a few brief questions?

CANVASS SHEET GUIDE! (See also sample Canvass Sheet)

The first three questions will be asked strictly for getting the person accustomed to answering questions. They are the following:

I. NAME?
ADDRESS?
TELEPHONE NO.?

Next, you'll proceed to the "nuts and bolts" of the canvass.

II. (a) Registered or not?

(b) Will anyone in the house be of voting age before the election deadline , which is November 8th?

STOP! If they are registered, but have since

III. (a) Moved, ask them if they'll be needing a "change of address card." (C.A. Card) If so, tell them you'll provide one for them. (Cards may be obtained from the Municipal Clerk's office.)

(b) Will they be needing a ride to the registration area?

(c) Will they be needing a bab[illegible]atter while they are registering?

Note: Explain that you have experienced females to fill this service.

"Remarks": Remarks section will be utilized for "not home," "return again," "return later," etc.

SAMPLE: MDIPE CANVASS SHEET

I. Name: Remarks:
Address:
Phone:

II. Are you registered or not? Yes ___ No ___

Will anyone else in the house be of voting Age before voting deadline of the November 8th? (a) (c)

III. Needed:
C.A. Card? Yes ___ No ___
Ride ___ ___
Babysitter ___ ___

I. _____

_____

_____

II. _____

_____

_____

III. _____

VOTE FOR YOURSELF

Every individual has a self-interest. The desires for quality food at reasonable prices, fresh air, safety from physical violence, steady employment, and the ability to secure adequate education and comfortable housing for ourselves and our families all reflect various individual and organizational self-interests.

In the American Democratic political system, we implement our self-interests through the vote. It makes sense to vote. If you do not, then the choices affecting your self-interests will be made by someone else. Someone else who may not agree with you.

While the democratic system may not possess the cure for all the world's ills, it does offer you, the average citizen, a chance to participate in making the decisions which determine the policies of your communities and country. Very few other existing political systems offer this and you CAN have an effect.

For example, in the 1968 Presidential election, if the losing candidate (Hubert Humphrey) received only ONE (1) more vote in each election district across the United States, he would have DEFEATED the victorious candidate, Richard Nixon. Moreover, as you become active in politics, you begin to identify those individuals who possess the same self-interests as you.

It is then when you can discover the real greatness of the American political structure -- the opportunity for you to DIRECTLY affect the decision-making bodies of your local communities. Through becoming active in the political party committee system, by organizing blocks of voters, you will be heard. And it is then when your vote will be implementing the self-interests of your community, neighbors, -- and yourself.

The following handbook presents a brief description of the rules and regulations concerning that first act to become a member of this decision-making community -- the act of voting.

CAN YOU VOTE?

You are entitled to vote, if, on the date of the ensuing election, you will be:

a. A citizen of the United States.
b. 18 years of age; and
c. A resident of New Jersey for six (6) months; and
d. A resident of the county in which you plan to vote for 40 days for a local, county, or state election; and 30 days for a national election.

19:4-1 19:31-5

YOU CANNOT VOTE IF YOU ARE:

a. Not registered;
b. Under 18 years of age;
c. An alien; a person not a citizen of the United States;
d. A non-resident; a person who has not resided at least six (6) months in the State of New Jersey and at least forty (40) days for a local, county, or state election, and thirty (30) days for a national election, in the county in which you plan to vote when the election is held.
e. An idiot or insane;
f. Disfranchised because of conviction for any of the following crimes and who has not received full pardon or restoration of franchise: blasphemy, treason, murder, piracy, arson, rape, sodomy, bigamy, polygamy, bribery of voters, robbery, conspiracy, forgery, larceny of value of $200.00 or more; burglary, manufacture or possession of burglar's tools, perjury or subornation of perjury, embezzlement; manufacture, selling or possession of narcotics, violation of certain election laws, and breaking and entering with intent;
g. A non-resident in Military Service stationed in New Jersey.

19:4-1 19:34-25

ARE YOU A CITIZEN?

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States ... Constitution of the United States, Article XIV, Section 1.

BEFORE YOU CAN VOTE, YOU MUST REGISTER

You are entitled to register to vote if, at the time you apply for registration and reside in the district in which you expect to vote, you will on or past the age of eighteen (18) years or more at the next ensuing general election, you are a citizen of the United States and, if you continue to reside in the district until the next general election, shall have been a resident of the State of New Jersey for at least six (6) months and of the county in which you plan to vote at least forty (40) days for a local, county, or state election, and thirty (30) days for a national election when the election is held.

19:31-5

WHEN AND WHERE YOU REGISTER TO VOTE

By law, a prospective voter must register to vote in person. You may do so at your County Commissioner of Registration, generally located in the County Administration Office or County Court House, or with your Municipal Clerk, generally located in your local Boro Hall, from the hours of 9:00 a.m. to 4:00 p.m. (except Saturday, Sunday, and Legal Holidays).

VOTER IDENTIFICATION FORM

Name	Address	Election District	Party Voting	Comments

Example B

ED 071936

ISSUES ANALYSIS CENTER

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AN ESEA TITLE III PROJECT FUNDED THROUGH THE

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FOR POLITICAL EDUCATION

BARRY E.LEFKOWITZ
DIRECTOR

business before the full Judiciary Committee. On February 3, 1970, the committee voted 13-4 to consider electoral reform by April 14 and to vote on the pending resolutions no later than April 24. Three additional days of hearings were held by the full Judiciary Committee on April 15, 16, and 17.

The full Judiciary Committee met in executive session on April 23. In the course of its deliberations, the committee rejected a number of substitute amendments, including the district plan, (S.J. Res. 12), the proportional plan (S.J. Res. 2), the modified present system plan (S.J. Res. 191), and a number of other substitutive amendments that would have altered the running provisions of Senate Joint Resolution 1. The committee then voted 11-6 to report the direct popular election plan embodied in the substitute version of Senate Joint Resolution 1.

ANALYSIS OF THE RESOLUTION

Sec. 1. Abolishment of the present system of electing the President and Vice President. Replaced with election by direct popular vote. The people of every State and the District of Columbia would vote directly for President and Vice President. Candidates must consent to run jointly. This section would prevent a candidate for either office from being elected with more than one individual.

Sec. 2. "Electors" would be changed from meaning members of the Electoral College to those recognized as qualified voters. Via the Voting Rights Act of 1970, uniform residency and voting requirements would be created and established on a nation wide basis.

Sec. 3. In order to be elected President, a candidate must receive at least 40% of the vote cast. If no individual receives at least 40% of the vote, then there will be a run-off election held between the two pairs of candidates who received the highest number of votes cast.

Sec. 4. The times, places, and manner of holding such elections shall be prescribed in each State by the legislature thereof, but the Congress may alter at any time, by law, such regulations.

Sec. 5. The Congress may, by law, provide for the case of death, inability, or withdrawal of any candidate for President or Vice President before a President- or Vice President have been elected, and for the case of the death of both the President-elect and the Vice President-elect.

Sec. 6. The Congress shall have the power to enforce this article by appropriate legislation.

Sec. 7. This article shall take effect one year after the 15th day of April following ratification.

DEFECTS OF THE PRESENT SYSTEM

The appearance of political party candidates as early as 1800 meant, in effect, that Hamilton's concept of a "select assembly" of independent electors already had lost its purpose only a decade after its embodiment in the Constitution. More than 125 years later, however, the elector still retains his constitutionally guaranteed independence. In January, 1969, Congress confirmed this 18th century prerogative by accepting the vote of a popularly chosen Republican elector from North Carolina who had cast his vote in the Electoral College for George Wallace, the American Independent Party candidate.

The prospect of unknown electors auctioning off the Presidency to the highest bidder, nonetheless, is all too real. That is the lesson of 1968, when the present electoral system brought us to the brink of Constitutional crisis. A SHIFT FROM NIXON TO HUMPHREY OF ONLY 42,000 POPULAR VOTES IN THREE STATES WOULD HAVE DENIED NIXON AN ELECTORAL MAJORITY AND GIVEN WALLACE, WITH HIS 46 ELECTORAL VOTES, THE BALANCE OF POWER!

What Is Wrong With The System?

- It can elect a President who has fewer votes than his opponents and thus is not the first choice of the voters.
- Awards all of the State's electoral votes to the winner of the State popular vote, whether his margin is one vote or one million votes.
- Cancels out all the popular votes cast for the losing candidate in a State and counts only those for the winner.
- Assigns to each State a minimum of three electoral votes regardless of population and voter turnout.
- Provides for a patently undemocratic method for choosing the President in the event that no candidate receives an electoral majority.

UNIT RULE: In not even a constitutional provision. This "winner-take-all" formula is a State practice. In effect, millions of voters are disenfranchised if they vote for the losing candidate, because the full electoral power of their State, the electoral vote, is awarded to the candidate they opposed!!

A candidate could win a majority of the electoral vote by capturing statewide pluralities in only eleven largest States and the District of Columbia. (This means, in effect, that in 1968, 25% of the popular vote could have elected the President!)

The present electoral system cannot guarantee that the candidate with the majority of the popular vote will be elected the President.

IN 1824, 1876, AND AGAIN IN 1888, THIS SYSTEM PRODUCED PRESIDENTS THAT WERE NOT THE POPULAR CHOICES OF THE VOTERS!

Good fortune, not design, has produced Presidents who were the popular choices of the people.

The Tests Of A Modern Electoral System

First: It must guarantee that the candidate with the most votes is elected President.

Second: It must count every vote equally.

Third: It must provide the people themselves with the right to directly make the choice.

Note: This checklist is part of the findings of the American Bar Association's blue ribbon committee on electoral reform. These findings came at the conclusion of a ten-month study.

MINORITY REPORT : SENATE COMMITTEE

No more important business has come before the Senate in recent years than the consideration of our system of presidential election. Among the proposals for reform now being entertained are those which recommend moderate changes, those which recommend extensive alterations, and those which demand complete abolition. We believe that the Judiciary Committee, in recommending the direct popular electoral-vote system in favor of direct election, has embraced a scheme that will adversely affect the entire constitutional and political structure of the United States.

HOW DOES THE BILL MOVE IN THE LEGISLATURE

The 18-year old vote bill must be introduced by a legislator. Similar bills on the 18-year old vote may be introduced in the same house and both houses at the same time, by different legislators. The author of the bill is the principal sponsor. If other legislators want their names on the bill they are the co-sponsors. You can be sure of these legislator's votes.

Once the bill is introduced, it is placed on first reading in the house to which it was introduced. At this point the bill is referred to a committee. The 18-year old vote is referred to the Judiciary Committee. The 18-year old vote is a constitutional question and requires that the Judiciary Committee hold a public hearing before either house can act on the bill. All of your resources should be prepared for the hearing and attend the public hearing in force. After the public hearing the committee may release the bill which would place the bill on second reading. Your lobbying efforts may have to center on getting the Judiciary Committee to release the bill. Remember that a lot of bills die in committee. Once the bill has been placed on second reading you may have to wait for the Speaker of the Assembly or the President of the Senate to allow the bill to be placed on third reading which means it will be voted on depending upon which house the bill is originating. If the Speaker or President (each lead the business of their respective houses) are not inclined to place the bill on third reading then you may need help from other legislators. Seek their help. Once the bill is placed on third reading it will be ready for a vote. If you have been keeping your list of legislators favoring and intending to vote for the bill you will know the outcome of the bill before the actual vote. Keep double checking your list. Once passed by one house the bill goes to the other house where you will begin all over again. You needn't worry about another public hearing. One public hearing on the bill is sufficient.

SUMMARY

The example of the 18-year old vote deals with lobbying on the state level. The basic techniques explained in this manual can be used on the local and county levels too. Each level of government needs the involvement of concerned persons. Your lobbying will serve as a constant reminder to elected officials that a certain issue must be dealt with now. Without your presence and participation an issue may go unnoticed in the high-volume business of government.

Reg. No.	L.A.D.A. Active Legislative Agents
79.	Raymond S. Page, Jr., Cambhell Place, Camden, New Jersey 08101
80.	Louis Gerber, 259 Edgerstoune Road, Box 309, Princeton, N.J. 08540
81.	Lloyd P. Burns, Alexander Johnston Hall, Rutgers University, New Brunswick, New Jersey 08901
82.	
83.	James J. McLaughlin, 28 West State Street, Trenton, New Jersey 08607
84.	John V. Satinale, 310 West State Street, Trenton, New Jersey 08618
85.	David T. Brewster, 66 Morris Avenue, P.O. Box 359, Springfield, New Jersey 07081
86.	Joseph Mayers & Co., Inc., Joseph Mayers, Jr., Paul E. Wish, Suite H, Hotel Robert Treat, 50 Park Place, Newark, New Jersey 07101
87.	
88.	Edwin V. Smith, 10 Rockefeller Plaza, New York, New York 10020
89.	A. E. Brind & Assoc., Inc., Andre E. Brind, Jean R. Geiger, Henry T. Wallhauser, 60 Park Place, Newark, New Jersey 07102
90.	David C. Carlson, Jr., 586 Kearny Avenue, Kearny, New Jersey 07032
91.	Victor J. Parsonnet, 10 Commerce Court, Newark, New Jersey
92.	William J. Bulman, 101 South Harrison Street, East Orange, N.J. 07018
93.	J. Anton Haglos, 20 East Prospect Street, Honewell, New Jersey 08525
94.	Lawrence Craig Baron, 6650 N. Northwest Hwy., Chicago, Ill. 60631
95.	Dr. Oscar Sussman, 223 North Hermitage Avenue, Trenton, New Jersey
96.	
97.	Hugo M. Pfaltz, Jr., 382 Springfield Avenue, Summit, New Jersey
98.	Roger W. Johnson, 655 Amboy Avenue, Woodbridge, New Jersey 07095
99.	Halsey T. Burke, 782 Springfield Avenue, Irvington, New Jersey
100.	Hugh A. Kelly, 5509 Westfield Avenue, Pennsauken, New Jersey
101.	Cynthia C. Lefferts, 11 West 42nd Street, New York, New York 10036
102.	Patrick T. Gallagher, Fire Headquarters, Perry Street, Trenton, N.J.
103.	Anthony Katawick, 57 Green Street, Newark, New Jersey
104.	Charles G. Hall, 1180 Raymond Boulevard, Newark, New Jersey 07102
105.	Joan Rohlfs, 1180 Raymond Boulevard, Newark, New Jersey 07102
106.	Alan D. Levine, 1180 Raymond Boulevard, Newark, New Jersey 07102
107.	Stanley Osowski, 1180 Raymond Boulevard, Newark, New Jersey 07102
108.	Samuel J. Damiano, 205 Park Avenue, Plainfield, New Jersey 07060
109.	Kenneth L. Birchby, 587 Summit Avenue, Jersey City, New Jersey 07306
110.	
111.	Joel R. Jacobson, 16 Commerce Drive, Cranford, New Jersey 07016
112.	John Edward Lockwood, 1177 Route #33, Hamilton Square, N.J. 08690
113.	Lester Kurtz, P.O. Box 2708, Sullivan Way, Trenton, New Jersey 08607
114.	James Philip Cassese, Sr., 1011 Summit Avenue, Jersey City, N.J. 07307
115.	Frederick J. Stewart, Jr., 139 South Street, Jersey City, N.J. 07305
116.	Thomas H. Bratton, Jr., 16 Howard Place, Jersey City, New Jersey
117.	
118.	Amalgamated Transit Union, 186 Brookside Ave., Irvington, N.J. 07111
119.	
120.	John Proto, 120 Halsted Street, East Orange, New Jersey 07018
121.	Herbert W. McDavit, 34 Scotch Road, Trenton, New Jersey 08628

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122.	Frederick A. Toth, P.O. Box 666, Metuchen, New Jersey 08840
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124.	LeRoy B. Saunders, 37 Roosevelt Avenue, Clifton, New Jersey
125.	Harold E. Kutner, 100 Warren Street, Clifton, New Jersey
126.	Bernard Alicks, P.O. Box 122M, 10 Park Place, Morristown, N.J. 07960
127.	N.J. State Retired Policemen & Firemen's Assoc., Inc., Frank B. Walsh, 407 Passaic Street, Hackensack, N.J., George Haderer, 228 Eastern Parkway, Newark, New Jersey 07106
128.	Bernard H. Eiting, (Box 261), 1217 Slate Hill Road, Camp Hill, Pa.
129.	Thomas A. Burns, 139 South Street, Jersey City, New Jersey
130.	Mrs. Gayle Pearson, 60 South Fullerton Avenue, Montclair, N.J. 07042
131.	Carl Maregraff, 180 Boyden Avenue, Maplewood, New Jersey 07040
132.	James Wilson Allen, 102 East Front Street, Plainfield, N.J. 07061
133.	Mrs. Helen T. Schneider, 110 Halsted Street, East Orange, N.J. 07018
134.	Geoffrey L. Powell, 570 Broad Street, Suite 1003, Newark, New Jersey
135.	Kenneth G. Stanley, 495 W. State Street, Trenton, New Jersey 08618
136.	Brach, Eichler, Rosenberg & Silver, Leon S. Wilson, 60 Park Place, Newark, New Jersey 07102
137.	Bernard M. Shanley, 570 Broad Street, Newark, New Jersey 07102
138.	John N. Keiderling, P.O. Box 298, Hightstown, New Jersey 08520
139.	Jerry N. Ferrara, 66 Morris Avenue, Springfield, New Jersey
140.	James M. Neilland, 2100 E. State Street, Trenton, New Jersey 08619
141.	Theodore Nalikowski, 604 Paterson Plank Road, Union City, N.J. 07087
142.	Richard Thomas Sigmund, Number One South Jersey Plaza, Route 54, Folsom, New Jersey 08037
143.	John L. Kraft, Gateway 1, Newark, New Jersey 07102
144.	Richard W. Garbett, Suite 1200, 1750 Penn. Ave., N.W., Washington, D.C
145.	Maurice H. Pressler, 11 Hill Street, Newark, New Jersey

but above all, he must be able to produce the maximum effort from the Institute with a minimum of confusion. His problems and headaches will be many, but his satisfaction will be greater!

DUTIES OF OVERALL COORDINATOR

- Must decide which of the tentative sites will be your TARGET DISTRICT.
- Must choose spot of ON SITE REGISTRATION, if available.
- Must be LIAISON between your Institute and local officials and candidates, police, and media.
- Must set OPERATIONAL RULES and REGULATIONS.
- Must set your DEADLINES, and be ready to adjust them accordingly.

FIELD STAFF

The working team that you have recruited, or that you have at your disposal, will be divided into two sub-staffs: field staff and clerical staff. The "field staff" derives their title from the location that all their activity will occur in the "field." In other words, these will be the people who will be operating the drive in the neighborhood. Over 90% of their work will be at the neighborhood target areas.

When the canvassing phase of the operation is in process, everyone available will be drafted into the field staff. This concentrated effort is employed to expedite the canvassing process. It must be completed as soon as possible! But, the canvass must be complete. Your field staff will have a leader; he will be designated the F.S.C. ("field staff coordinator"). His staff will be responsible to him, and in turn, he responsible to the overall coordinator.

FIELD STAFF COORDINATOR

In choosing your Field Staff Coordinator you should use the same method you employed to choose who would act as your Overall Coordinator. In other words, you will or should be choosing your second best overall leader for the post of Field Staff Coordinator.

An analogy to your system of choosing your leaders can be drawn to the early part of American History and the new Nation's method of selecting its President and Vice President. You should rank your candidates from top to bottom, criteria being the most responsible leader down to the least. You have already chosen the number one man for the post of Overall Coordinator; the authors recommend that you proceed to the number two rank individual for the second spot in the organization. It is the easiest and most expedient method, but it is only a suggestion. You may tailor your selection process to fit your individual needs.

F.S.C.'S RESPONSIBILITIES

Just what will be the responsibilities facing the individual who assumes the post of Field Staff Coordinator? As the author alluded to earlier, the Field Staff Coordinator will be working directly with the canvass and registration drive field teams. Your Field Staff Coordinator will be your director at the site and your problem solver on the neighborhood level. He will be directing the canvass and registration. He will periodically report back to your Faculty Advisor and Overall Coordinator as to the progress of the drive and will also seek them out when he has a problem which he cannot solve at his level.

Secondly, he must make sure of the displacement of personnel in the area. MANPOWER MUST BE SUFFICIENT, BUT SHOULD NOT BE WASTED? The Field Staff Coordinator must make sure that he has had sufficient coverage of the area: going back to where there was no one at home or where a member of the household who is eligible wasn't present when a staff member called at that address.

One of the F.S.C.'s trickiest judgment decisions will be when to report to the Overall Coordinator that the district has been completed or has been covered to the maximum. The Field Staff Coordinator doesn't want to be premature with this report, but conversely, time is of the essence, so he does not want his staff to waste time after the maximum amount of coverage has been achieved.

PROCESSING: CLERICAL STAFF

Compiling the "Worksheets."

The authors cannot stress enough that these worksheets be compiled as QUICKLY and EFFICIENTLY as possible.

STOP: DO NOT start the registration phase of your drive until you have COMPLETED the processing of the worksheets.

Contents of Worksheets:

Name - Address - Telephone

(a) ALL UNREGISTERED persons and those who requested a CHANGE OF ADDRESS CARD.

(b) Listed in order by STREET ADDRESS.

(c) Will they need a RIDE or BABYSITTER?

Those who wish to register:

1. Send a "follow-up" card:

Date and Time Registration will take place.

REGISTRATION OF NEW NOTEES

I. Securing "On Site" Registration: Moving the clerk's Office to the neighborhood.

There are two means of securing "On Site" Registration:

1. Bring your case to the County Board of Elections; state that you are a NON-PARTISAN registration drive, and explain who and what the M.D.I.P.E. is all about. Be thorough!

2. Bring your case to the City/Township Council; same procedure as above. Sell your case; it's good experience.

By a majority vote of either of above bodies, a resolution may be passed in order that the (1) County Clerk; (2) City/Twp. Clerk can move his or her office to the target district.

If this fails:

All City/Twp. Clerk's offices must be open until 9:00 P.M. so many days prior to the State (Sept. 28th) and National (Oct. 8th) deadlines. Check with Clerk's office for exact dates, etc.

GAUGING MANPOWER NEEDS

Target Area Transportation Teams:

You should have ONE CAR, THREE PEOPLE to each street:

1. In car at all times; he is the driver.

2. Male-Female team: inquires at houses which have shown registration interest.

Female member of M/F team will BABYSIT if necessary.

Proceed to registration site, DRIVE CAREFULLY; complete registration of party; return party to home.

IMPORTANT: If there is a shortage of (a) drivers, (b) cars, or (c) both, contact in advance, community service groups.

NOTE: See APPENDIX II for group listings and other information.

Watch your county and local newspapers for information regarding dates, hours, and specially designated sites for out-of-office and evening registration.

If a prospective voter suffers from a chronic or incurable illness or is totally incapacitated but otherwise eligible to register and to vote, he may apply in writing to the Commissioner of Registration requesting that he be registered at his place of residence or confinement.

RS 19:31-6

ONCE YOU REGISTER, MUST YOU EVER REGISTER AGAIN?

New Jersey's "Permanent Registration Law" is designed so that a person need register only once. However, you must re-register if:

a. You have failed to vote during four (4) consecutive years.
RS 19:31-5

b. Your name appears on the Peremptory Order (Black) List and you have not applied for and received an order to vote.
RS 19:32-18

c. You, after a conviction of a crime, have received full pardon or restoration of franchise.
RS 19:31-17

d. You change your name due to marriage, divorce, or court order.
RS 19:31-13

A physically disabled voter shall have the assistance of two (2) members of the district board of opposite political faith.
RS 19:50-3

Several counties throughout the state still rely on the use of paper ballots, in which case voting is a simple procedure of multiple choice.

ELECTIONS

There are two (2) major types of elections with which the American citizen will be concerned; the general election and the primary election.

The general election is that election which falls on the second Tuesday following the second Monday in November. It always affects elections for President, Senator, and House of Representatives. Major local elections, such as Mayor and City Council, usually coincide with the general election although this is not mandatory.

Many local elections, as well as boards of educations elections, are held on various other times of the year.

The primary elections afford voters the opportunity to identify with a political party and to choose candidates and county committeemen and committeewomen. A voter may vote in one party primary and switch to the other the following primary election year. However, you may vote only in either the Republican or Democratic Party Primary in one given year.

ADDITIONAL VOTING INFORMATION

PERSONS ALLOWED IN POLLING PLACE:

Members of District board; candidates standing for election; authorized challengers or agents of candidates; voters present for the purpose of voting; Superintendent of Elections or his deputies; members of County Board of Elections; and assigned police.
RS 19:32-21, RS 19:15-8, RS 19:6-16, RS 19:7-1

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Richard W. Garbett, Suite 1200, 1750 Penn. Ave., N.W., Washington,D.C
Maurice H. Pressler, 11 Hill Street, Newark, New Jersey

L/A No.	Name of Company They Represent
1.	Tobacco Distributors Assoc. of N.J.
2.	The Prudential Insurance Co. of America
3.	Assoc. of Ice Cream Mfgr.
4.	People for Tax Reform, Inc.
5.	N.J. Nursing Home Assoc., N.J. State Assoc. of Mutual Ins. Co.
6.	N.J. Crushed Stone Assoc., Inc.
7.	N.J. Restaurant Assoc., N.J. Hotel/Motel Assoc., The Sperry & Hutchinson Co., Milk Proc. & Dist. of N.J., Inc., N.J. Cemetery Assoc., N.J. Auto Dealers Assoc., Assoc. of Optomet. & Opt. of N.J.Inc N.J. Chapter, Inc., National Elect. Contractors Assoc., N.J. Blgr. Assoc., Tobacco Tax Council
8.	N.J. Hospital Assoc., Amer. Mutual Ins. Alliance, Celanese Corp.
9.	The Prudential Insurance Co. of America
10.	New Jersey Hospital Association
11.	New Jersey Hospital Association
12.	Humble Oil & Refining Company
13.	N.J. State Council of Electrical Contractors
14.	N.J. State Chamber of Commerce
15.	N.J. State Chamber of Commerce
16.	N.J. State Chamber of Commerce
17.	N.J. State Chamber of Commerce
18.	N.J. Education Association
19.	N.J. Education Association
20.	N.J. Education Association
21.	N.J. School Boards Association
22.	N.J. Assoc. of School Admin.
23.	N.J. State Employees Association
24.	N.J. Retail Merchants Association
25.	Nat. Newark & Essex Bank, Midlantic Banks, Inc., Solid Waste Ind. Council of N.J., Anheuser-Busch, Amer. Airlines, N.J. Society of Certified Public Accts.
26.	Rutgers Council of Amer. Assoc. of Univ. Professors, N.J. Assoc. of Public Accts., Nat. Assoc. of Theatre Owners of N.J., Inc., Mobile Homes Mfgr. Assoc., Motion Picture Assoc. of America, Inc., Fidelity Union Trust Co.
27.	League of Women Voters of N.J.
28.	N.J. Education Association
29.	N.J. Podiatry Society
30.	N.J. State League of Municipalities
31.	N.J. Motor Truck Association
32.	General Motors Corporation
33.	N.J. Bankers Association
34.	Hospital Service Plan of N.J. (N.J. Blue Cross Plan)
35.	N.J. Assoc. of Indep. Ins. Agents, Amal. Taxicab Assoc., Outdoor Adver. Assoc., Port Security Council, N.J. Assoc. of Bioanalysts, Strazza, Inc., The Professional School of Business
36.	N.J. Farm Bureau
37.	N.J. State Employees Assoc.
38.	Assoc. Railroads of N.J., Amer. Insurance Assoc.
39.	N.J. Leg. Board Brotherhood of Locomotive Engineers
40.	Consumers League of New Jersey
41.	N.J. Bell Telephone Company
42.	N.J. Bell Telephone Company
43.	N.J. Bell Telephone Company
44.	N.J. State Leg. Comm. (Brotherhood of Railway, Airlines & Steamship Clerks, Freight Handlers, Express & Station Employes - AFL-CIO)
45.	N.J. Savings League
46.	AAA Auto Clubs of N.J., Assoc. Gen. Cont. of N.J., Fidelity Union Trust Co., Funeral Dir. Assoc., Hackensack Water Co., Keyes Fibre Co., N.J. Retail Merchants Assoc., Society of Dispensing Opticians, Sperry & Hutchinson Co., Glass Con. Mfgr. Inst., N.J. Builders Assoc., Continental Stock Transfer Corp., N.J. Assoc. of Public Accts.
47.	Hospital Service Plan of N.J. (N.J. Blue Cross Plan)
48.	N.J. Manufacturers Association
49.	N.J. Manufacturers Association
50.	N.J. Petroleum Council
51.	N.J. Conference of Mayors
52.	N.J. Automobile Dealers Association
53.	N.J. Builders Association
54.	N.J. Industrial Union Council AFL-CIO
55.	CATRALA of N.J., N.J. Physical Therapy Assoc., Med. Society of N.J.
56.	Indep. Mutual Agents Insurance of New Jersey
57.	N.J. Catholic Conf., Amer. Reciprocal Ins. Assoc., N.J. Society of Certified Public Accts., U.S. Brewers Assoc., Inc.
58.	N.J. Manufacturers Association
59.	N.J. Taxpayers Association, Inc.
60.	Assoc. of Independent Colleges & Univ. in N.J.
61.	Bergen County Chamber of Commerce
62.	Jerseyans for Non-Public Education
63.	Elizabeth Firemen's/Teamster's #286
64.	Ford Motor Company
65.	United Transportation Union
66.	N.J. Council of Churches
67.	Bldg. Contractors Assoc. of New Jersey
68.	Rahway Fire Dept. F.M.B.A. #33
69.	N.J. Licensed Beverage Assoc., N.J. Soft Drink Assoc.
70.	N.J. Education Association
71.	Goodall Rubber Company
72.	N.J. Association of Realtor Boards
73.	N.J. Pharmaceutical Association
74.	N.J. State AFL-CIO
75.	N.J. Package Stores Assoc., Soap & Detergent Assoc., Bergen County Assoc. of Ind. Ins. Agents
76.	N.J. Coalition for Better Public Education
77.	Savings Banks Assoc. of New Jersey
78.	Public Service Electric & Gas Company
79.	Campbell Soup Company
80.	Public Service Electric & Gas Company
81.	N.J. Press Association
82.	
83.	The Soap & Detergent Assoc.

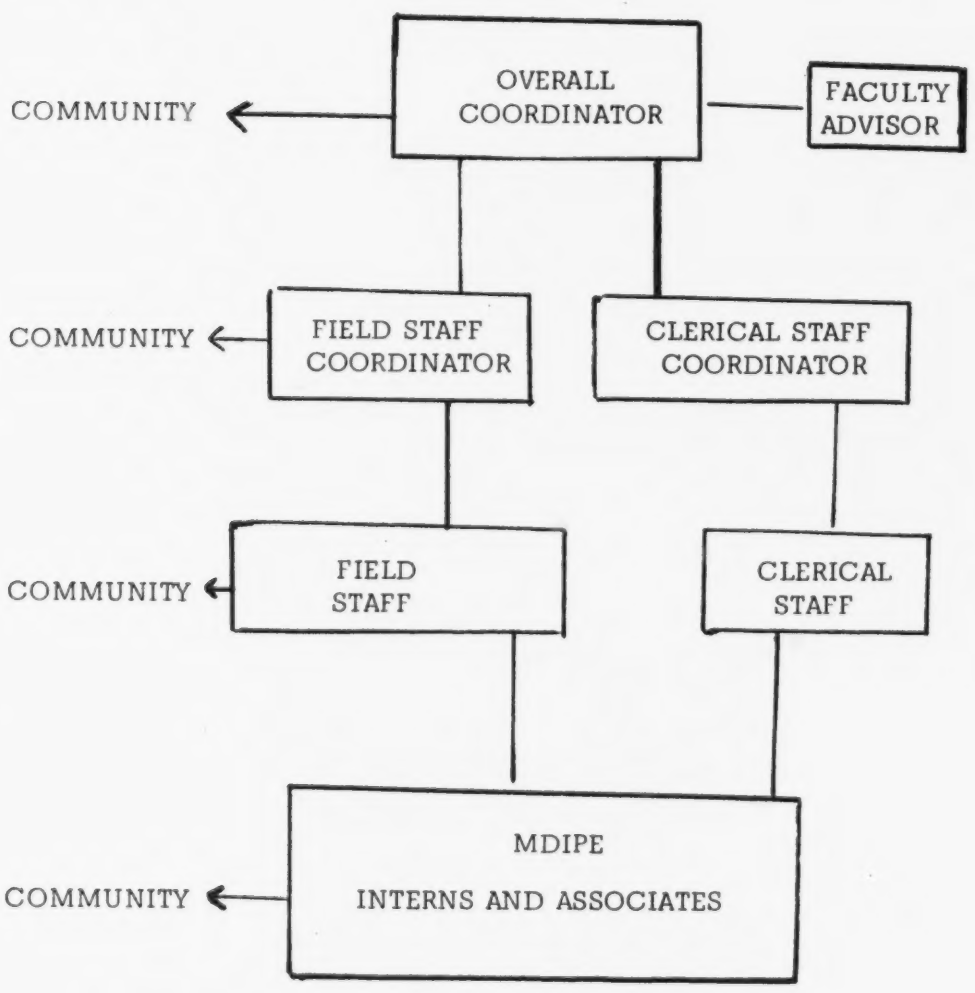
L/A No.	Name of Company They Represent
84.	The N.J. Horse Council, N.J. State Council of the Knights of Columbus
85.	Association Management Corp.
86.	U.S. Testing Co., Inc., Diagnostic Sciences, Inc., N.J. Citizens Transportation Council
87.	
88.	Eastern Airlines
89.	The New York - New Jersey Port Security Council
90.	West Hudson/South Bergen Chamber of Commerce
91.	New Jersey State AFL-CIO
92.	Mechanical Contractors Assoc. of N.J.
93.	N.J. Citizens Highway Committee
94.	Mobile Homes Mfgr. Association
95.	N.J. Civil Service Association
96.	
97.	N.J. Savings Banks' Association, Audio-Visual Dealers Assoc. of N.J.
98.	Woodbridge Area Chamber of Commerce
99.	N.J. Food Council, Stop and Save Trading Stamps Corp.
100.	N.J. Wine & Spirit Wholesalers Assoc.
101.	Common Cause
102.	Firemans Mutual Benevolent Assoc. (F.M.B.A.)
103.	Newark Patrolmans Benevolent Assoc.
104.	Greater Newark Chamber of Commerce
105.	Greater Newark Chamber of Commerce
106.	Greater Newark Chamber of Commerce
107.	Greater Newark Chamber of Commerce
108.	Plainfield Area Chamber of Commerce
109.	Hudson City Savings Bank
110.	
111.	United Automobile Workers - Region 9
112.	N.J. School Bus Owners Assoc.
113.	N.J. Manufacturers Association
114.	Brotherhood of Maintenance of Way Employes
115.	Local #1066 I.F.F.A. AFL-CIO
116.	Uniformed FireFighters Local #1066
117.	
118.	Amalgamated Transit Union
119.	
120.	N.J. Industrial Union Council AFL-CIO
121.	N.J. Assoc. of Elem. School Principals, N.J. Assoc. of School Admin.
122.	N.J. School Bus Owners Assoc.
123.	
124.	Clifton Firemen's Mutual Benevolent Assoc.
125.	Clifton Firemen's Mutual Benevolent Assoc.
126.	Morris County Chamber of Commerce
127.	N.J. State Retired Policemen and Firemen's Assoc., Inc.
128.	3M Company
129.	Local #1066 International Assoc. of FireFighters
130.	N.J. State Nurses' Association
131.	Transport of New Jersey

CLERICAL DUTIES:STAFF COORDINATOR

- Must oversee the preparation of the WORKSHEETS from CANVASS SHEETS.
- Must meet all DEADLINES set by the Overall Coordinator for his staff.
- Must FREQUENTLY COMMUNICATE with the O.C. in order to solve any problems that may hinder his staff from meeting their deadline.
- Must expect and push for 100% effort from each staff member while exerting 110% HIMSELF!!!

I/A No.	Name of Company They Represent
132.	The Savings Bank of Central Jersey
133.	N.J. Society of Architects
134.	Data Franchisors Inc.
135.	N.J. Society of Professional Engineers, Inc.
136.	N.J. Psychological Association
137.	Chubb & Son, Wine Institute, Frank H. Taylor & Son
138.	N.J. Credit Union League, Inc.
139.	N.J. Gasoline Retailers Assoc.
140.	N.J. Food Council
141.	N.J. Teamsters D.R.I.V.E.
142.	South Jersey Gas Company
143.	Eastman Dillon Union Securities & Co., Inc.
144.	Minnesota Mining & Manufacturing Co. (3M Company)
145.	N.J. Association of Collection Agencies

ORGANIZATIONAL FLOW CHART



APPENDIX II

STATE ASSOCIATIONS AND SOCIETIES

Agricultural Society, New Jersey. Secretary-Treasurer, Phillip Alampi, P.O. Box Y, Trenton.

Automobile Dealers Association, A.N. Lehman, 790 River Road, Trenton, N.J. 08628.

Banker's Association, New Jersey. Executive Vice-President, Robert C. Forrey, Box 573, Princeton, N.J. 08540.

Bar Association, New Jersey State. 172 West State St., Trenton, N.J. 08608. Francis J. Bolduc, Executive Director, 172 West State St., Trenton 08608.

Cancer Society, American; New Jersey Division of. Mrs. Ann Finlaw, 621 Central Avenue, Newark 07107.

Chamber of Commerce, New Jersey State. Executive Vice-President, Albert H. Acken, 54 Park Place, Newark 07102.

New Jersey School Boards Association. Mark W. Hurwitz, Executive Secretary, 407 W. State St., Trenton, N.J.

Education, New Jersey Association. Executive Secretary, Dr. Frederick L. Hipp, 180 W. State St., Trenton.

Employers Association of North Jersey. Executive Secretary, Harold R. Hawkey, 15 South Munn Ave., East Orange.

Freeholders, New Jersey Association of Chosen. Executive Vice President, Jack Lamping. Office, Room 109, Mercer County Court House, Trenton. Home address, 3 Dickinson Ave., Toms River, N.J.

New Jersey Heart Association, affiliate of American Heart Association, 1525 Morris Ave., Union, N.J. Secretary, Melvin Moyer, Ph.D., Box 263, Bound Brook, N.J.

Highway Committee, N.J. Citizens. Executive Director, J. Anton Hagios, P.O. Box 98, Hopewell, N.J. 08525.

Labor, New Jersey Federation of, (AFL-CIO) Secretary, John J. Brown, 744 Broad St., Newark.

League of Women Voters of New Jersey, 460 Bloomfield Avenue, Monclair. Mrs. Roderic A.N. Parnall, Executive-Secretary.

N.J. Conference of Mayors. Secretary, George Zuckerman, Executive Director, Convention Hall, Asbury Park.

Municipalities, New Jersey State League of. Executive Director, Robert H. Fust, 433 Bellevue Ave., Room D-403, Trenton 08618.

New Jersey Manufacturer's Association. Secretary, Edward M. La Mar, Sullivan Way, P.O. Box 2708, Trenton.

Petroleum Council of N.J. Executive Director, L.H. Ruppert, 212 West State St., Trenton, N.J. 08608.

Pharmaceutical Association, New Jersey. Secretary, Alvin N. Geser, 118 West State Street, Trenton 08608.

Taxpayers Association, N.J. Frank W. Haines, Executive Director; Secretary, Philip W. Blaze, 104 North Broad Street, Trenton 08608

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MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

VOTER CANVASS MANUAL prepared by:

JON CHRISTIANSEN
JAMES J. PINTO
CONSULTANTS MDIPE

MULTI-DISTRICT INSTITUTE
FOR POLITICAL EDUCATION

BARRY E. LEFKOWITZ
DIRECTOR

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FIELD STAFF COORDINATOR

In choosing your Field Staff Coordinator you should use the same method you employed to choose who would act as your Overall Coordinator. In other words, you will or should be choosing your second best overall leader for the post of Field Staff Coordinator.

An analogy to your system of choosing your leaders can be drawn to the early part of American History and the new Nation's method of selecting its President and Vice President. You should rank your candidates from top to bottom, criteria being the most responsible leader down to the least. You have already chosen the number one man for the post of Overall Coordinator; the authors recommend that you proceed to the number two rank individual for the second spot in the organization. It is the easiest and most expedient method, but it is only a suggestion. You may tailor your selection process to fit your individual needs.

F.S.C.'S RESPONSIBILITIES

Just what will be the responsibilities facing the individual who assumes the post of Field Staff Coordinator? As the author alluded to earlier, the Field Staff Coordinator will be working directly with the canvass and registration drive field teams. Your Field Staff Coordinator will be your director at the site and your problem solver on the neighborhood level. He will be directing the canvass and registration. He will periodically report back to your Faculty Advisor and Overall Coordinator as to the progress of the drive and will also seek them out when he has a problem which he cannot solve at his level.

Secondly, he must make sure of the displacement of personnel in the area. MANPOWER MUST BE SUFFICIENT, BUT SHOULD NOT BE WASTED? The Field Staff Coordinator must make sure that he has had sufficient coverage of the area: going back to where there was no one at home or where a member of the household who is eligible wasn't present when a staff member called at that address.

One of the F.S.C.'s trickiest judgment decisions will be when to report to the Overall Coordinator that the district has been completed or has been covered to the maximum. The Field Staff Coordinator doesn't want to be premature with this report, but conversely, time is of the essence, so he does not want his staff to waste time after the maximum amount of coverage has been achieved.

HOW BEST IS MAXIMUM COVERAGE ACHIEVED?

The best method of guaranteeing maximum coverage is to continually "sweep" the district. As the number of the uncovered houses decreases , the number of available staff will increase, hence, the F.S.C. will be able to saturate the area with staff almost up to the ratio of one staffer to every two houses. You will finally hone the number of houses to an almost unbreakable "core" of non-responses. At this point you will have "maxed" the area and maximum coverage has been achieved. Don't quit until that hard "core" is reached; tie down all your loose ends!

REGISTRATION DRIVE RESPONSIBILITIES: (F.S.C.)

When time to register has arrived, the F.S.C. will coordinate the transportation teams (if the registration spot is not in walking distance), pick up schedules, etc. He will be in charge of the delegation of duties at the site the evenings that registration is in progress. Your O.C. should be at the site dealing with wide scale problems, if any, and the F.S.C. should check with him periodically. This is to insure a fluid communication between levels so that the drive is, in fact , coordinated, functioning in synchronization.

DUTIES: FIELD STAFF COORDINATOR

- DIRECTOR and PROBLEM SOLVER at the target district site.
- Must efficiently DISPLACE PERSONNEL.
- Must make sure target district has been SUFFICIENTLY COVERED.
- Must decide when MAXIMUM COVERAGE has been achieved.
- Must coordinate Transportation Teams' SCHEDULES during registration.
- MUST MEET WITH O.C. periodically to avoid coordination breakdown.

THE CLERI

The other half of your sub-st "Clerical Staff." Their task will be of the Clerical Staff will be the Cler or she need not have clerical abiliti operation and see to it that it functi Clerical Staff Coordinator, as does report to the Overall Coordinator per coordination between staffs function

After the canvass phase of y Clerical Staff takes the "raw stats", the canvass sheets and converts th information and explanation see late be distributed back to the Field Staf sheets will have the tabulated resul a block-by-block order so pickup of the minimum of confusion.

CLERICAL STAFF C

The C.S.C. will oversee the worksheets, and it is his or her resp ready before or on the deadline that

Note:

If problems in meeting said the C.S.C. to notify and meet with adjust the schedule as they see fit. "CATCH-UP", THUS RISKING A MIS' with your coordinators. If the C.S. they have no way of realizing the si MAY CAUSE A FAILURE OF THE PROJ

This, in essence, is why th critical role in the project. Withou the members of the F.S. the drive c registration phase !

CAL STAFF

affs will be designated as the
tedious and important. The leader
ical Staff Coordinator (C.S.C.) He
es, but must be able to oversee the
ons efficiently and properly. The
the Field Staff Coordinator, should
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at the top level of proficiency.

our drive has been completed, the
that is the information compiled via
ese to work sheets. (For further
er section "Processing.") These will
f via their coordinator. The work
ts from the canvass broken down to
registrees may be facilitated with

COORDINATOR'S DUTIES

preparation of the all important
onsibility to see to it that they are
has been set by the O.C.

deadlines occur, then it is the job of
the O.C. and the Faculty Advisor to
If behind, DON'T TRY AND PLAY
TAKE THROUGH HASTE!!! Work it out
C. fails to tell them of his problems,
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ECT!!!

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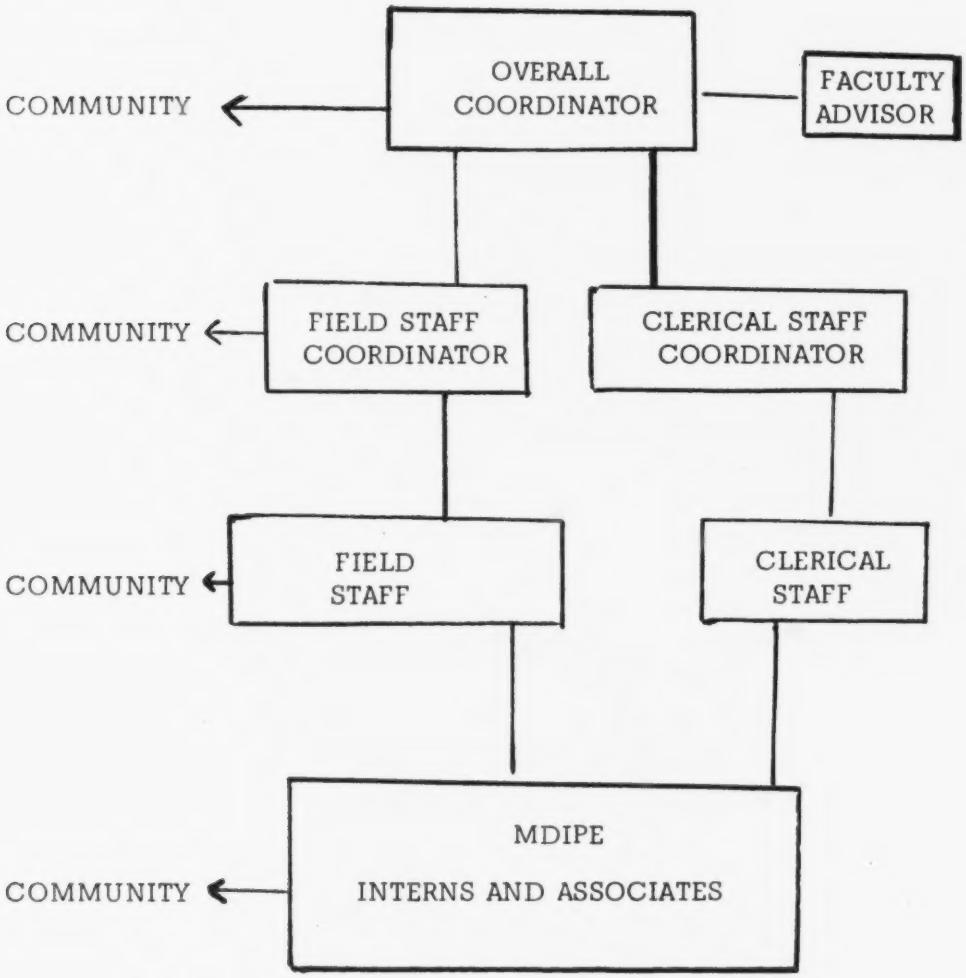
ORGANIZATIONAL FLOW CHART



SELECTION OF DISTRICTS

Now that you have chosen your different staff leaders and have designated to whom people will report to etc., you must begin the process of Target District Selection (T.D.S.).

Stop: To facilitate your use of the T.D.S. checklist, it would be best to procure maps of your tentative districts. These maps can be obtained at either of the following offices:

County Board of Elections
City/Twp. Clerk's Office

Ask the advice of your City Clerk in helping you to determine just where the concentrations of population are located within your city. You may also want to contact the County Chairmen of both the Republican and Democratic Parties of your County. They may also be able to give you some helpful information in this area.

Keep Your maps posted in a centrally located place. A bulletin board in your meeting room would suffice.

How To Use Maps To Plot Strategy:

- Divide your canvass/registration corps into color coded teams (red team, blue team, etc.)

- Each team color will coincide with their assigned street on the district map. For example, the "blue team" will be assigned Elm Avenue. Elm Avenue will be blocked off and shaded Blue. This procedure follows on down your teams, (i.e. Red Team to Read Area, White Team to White Area, etc.) When area is finished, place a flag on marker in that area so you know at a glance how much is finished.

- When a team finishes their assignment, they are assigned another street and that street is shaded in the proper color.

T.D.S. CHECKLIST

I - Will it be easy to canvass?
II - Will the registration site (if "on site" registration is not available) be too far to be convenient?
III - Will there be sufficient transportation and manpower to geographically cover the district?

After having scrutinized the above questions, you must look to your

WHAT WOULD MAKE UP A PRODUCTIVE DISTRICT?

I - A substantial number of new people. (Newly developed areas.)

a. New Housing Developments
b. New Apartment Complexes

II - Abundant Number of Transients.

This would mean new families who have moved to the area and would be there for awhile.

III - A low registered voter total coupled with a high population total.

After utilizing the secondary checklist, (What would make up a productive district?) you should have narrowed your tentative choices so you may choose one at your disgression.

Note: If you have reached an impasse and still have many more tentative districts then wanted divide them thusly:

(a) Most applicable
(b) Intermediately applicable
(c) Least applicable

Take those districts in "division (a)" and choose your target district from them.

Rural Districts:

This type of district is more difficult to handle because there exists so much space between each house. Securing a registration site that will be convenient to the area will be difficult. One way of solving that problem would be to beef up your available number of cars, vans, etc. for use in transporting registrars.

City Districts:

This type of district is ideal for your purposes. The homes are bunched more closely together and it is less of a drain on your staff time wise. Especially "row house" neighborhoods can be completed quite quickly. Securing an "on site" location that is convenient to the whole district will be much easier. As far as the whole process of canvassing, registration, etc. it is the EASIEST type of district to do.

Apartment Complexes:

Are the fastest areas to CANVASS, but have proven a littlme more difficult to register. A way to solve the registration difficulties would be to pick a centrally located familiar place (i.e. near pool, main parking lot, etc.) to hold your "on site" registration. If on site is unavailable, car transportation pools are actually easier to set up for Apartment Complexes because of the closeness of each home to another.

Suburban Areas:

The distance between the houses in suburban areas may prove to be time consuming for your Field Staff during the canvass phase. Budget Your Time! Also, during the registration phase, unless you can get "on site" registration moved to a nearby spot (i.e. shopping center, firehouse, V.F.W., etc.) the registrees will almost all have to drive or be driven.

NOTIFICATION

Now that the T.D.S. phase has been completed, your job will be to notify the residents of your target district:

WHO YOU ARE
WHAT YOU'LL BE DOING
WHEN YOU'LL BE DOING IT

METHODS OF NOTIFICATION:

I. LETTERS, POSTCARDS, ETC.: 7-10 Days In ADVANCE!!!

Need not be to every house, but to enough homes in the district so that the residents are aware of the drive.

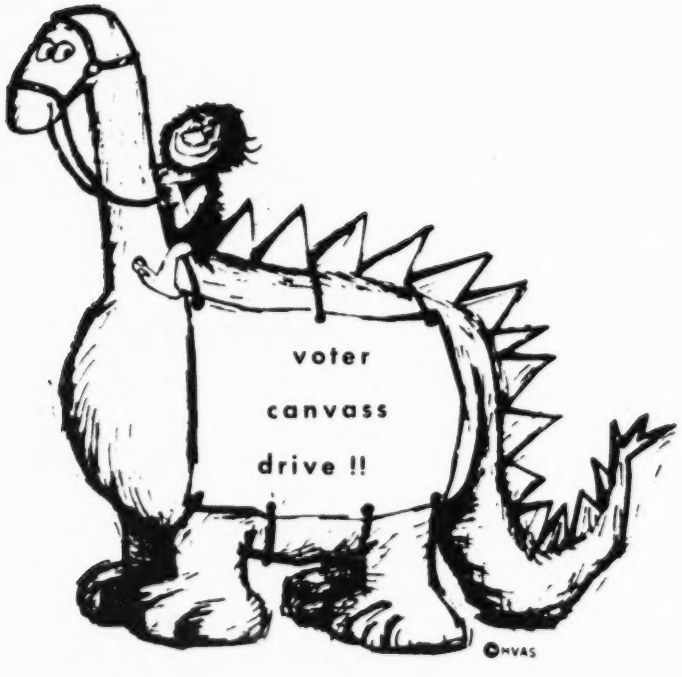
II. VIA MEDIA: Week Before and Day of Drive!!

You may utilize local newspapers and radio spots, if available. Attempt to get newspaper notice on page one; if only an inch high you may request bolder print, and still achieve your objective.

WHO ELSE TO NOTIFY:

Police Department: Important!!!

It is a must to identify who you are and what will be done in the neighborhood. Don't neglect this it may prevent possible arrest or detention of staff members. It has happened in the past!!



LOCAL PARTY LEADERS AND CANDIDATES (DEMOCRAT and REPUBLICAN)

Make sure not to neglect these people; they may be helpful in cutting some of the "red tape" you're bound to run into. It will also help to begin good working relationships with both Democrats and Republicans. Don't be proud, ACCEPT ALL HELP THAT IS OFFERED.

Sample Post Card:

The Institute For Political Education of _____H.S.
will be conducting a registration canvass drive on _____
at _____ a.m./p.m. Actual registration will take place
at _____ on _____
from _____ p.m. 'til _____ p.m.

Thank you,

Students, M.D.I.P.E., _____H.S.

Mr. John Q. Public
123 Elm Street
Trenton, N.J.

CANVASS: TECHNIQUES

Although nervous at first, you'll soon become so accustomed to meeting people on their porches and conducting your "mini-interviews" with each of them you'll have devised your own little presentation, until such time, we've provided you with a lead-in speech.

GUIDELINES

A. Always Knock.
This is because most doorbells don't function properly.

B. Carry a Clipboard.
Keeps paperwork manageable; creates quite an audible noise when rapped on front door.

C. Keep a foot at the bottom of the door.
In case of grouchy canines.

SPEECH

Good morning / afternoon Ms. _____ I'm from the Institute For Political Education of _____ H.S. and we are canvassing this neighborhood. Would you mind answering a few brief questions?

CANVASS SHEET GUIDE! (See also sample Canvass Sheet)

The first three questions will be asked strictly for getting the person accustomed to answering questions. They are the following:

I. NAME?
ADDRESS?
TELEPHONE NO.?

Next, you'll proceed to the "nuts and bolts" of the canvass.

II. (a) Registered or not?

(b) Will anyone in the house be of voting age before the election deadline , which is November 8th?

APPENDIX I:

NOTE: In order to facilitate the F.S.C's job of training his staff to cope with the canvass problems, the authors suggest "Role Playing" as a practice vehicle. F.S.C., Faculty Advisor, and Overall Coordinator should review setup sheet below and then, hopefully, employ it.

ROLE PLAYING

A Technique That Does It

Your F.S.C. and Faculty Advisor can create a role playing situation that is either real or imaginary. The key to successful use of this technique is the definition of the objectives. It is not necessary for the instructor to tell the students what his/her objectives are; however, it is necessary for the instructor to have a clear understanding of what he/she wishes to accomplish. Once this is done, follow a few short "rules:"

1) Begin simply! Start with a couple of people and define the setting simply.

2) Identify the role play setting by physically setting off the"players." Without using props create an environment for the action.

3) Keep the action moving: Do not spend more than five minutes (preferably less) on each segment of the "drama."

4) Build on the opening segment by adding different type characters, (i.e. Archie Bunker-type; Arch conservative; super liberal; sophisticate; cooperative individual; hostile-uncooperative individual). In response to all these types, please impress on canvass:

   (a) Keep cool and calm
   (b) Be polite
   (c) Don't waste time making converts
   (d) If you have answers to some of their questions: Answer as best you can politely, but stay off the "soap box"; NO SPEECHES!

   Also, incorporate "alter egos" to influence the characters being portrayed. Alter-egos will be standing next to the player, but will actually be invisible. You have often seen the bad influential alter ego portrayed in films, cartoons, and television as the Devil whispering into the players ear, etc. It can be revealed as seen on T.V. etc. with an angel or good influence.

EXAMPLE: Player-Canvassor: Good Morning, --, etc.

Interviewee: Good Morning

Alter Ego: Hey, Archie, pssst, this guy might be with some Commie outfit!

Interviewer: Hey! Are you with some sort of Commie outfit or somethin'?

5) Stop and discuss what has taken place after each segment. The role of the observer is perhaps the most important.

6) In the discussion have the observers talk first. Then call on the alter egos to evaluate what happened, and finally the participants themselves.

7) As leader, sit loose, do not be afraid to manipulate in order to guide the students toward the objective. It may be necessary to create a situation where you know the lesson will be taught by negative example.

APPENDIX II:

COMMUNITY ORGANIZATIONS

Community Groups

* League of Women Voters
Urban League
NAACP
PTA
Labor Unions

Church Groups
All Denominations
N.J. Council of Churches
YMCA
YWCA
YMHA
YWHA

N.J. Taxpayers Association
N.J. Coalition for Reordering of priorities
Chamber of Commerce
A Philip Randolph Institute

Service & Fraternal Groups

Rotary
Kiwanis
Lions
Exchange
Jaycees
20/30
Optimists
Women's Club
Elks
Moose
Masons
Eagles
Knights of Columbus
Native Sons
S.A.S.
D.A.R.
AAUW
Bus. Prof. Women's Club
Workmen's Circle
Woman's Aux. of Local Unions
AAUP
College & University Service & Government Organizations

Student Groups

Rutgers Political Science Association
United Puerto Rican Students
N.J. Public Interest Research Group
Academic Activists Caucas
Student Action Committee
New Jersey Student Union
Association of Student Governments
B'nai B'rith Young Adults
Catholic Youth Organization
NAACP Youth Council

Military & Veterans Groups

American Legion
Navy League
Veterans of Foreign Wars
Naval Reserve
Amvets--Military Order of World Wars
Army Reserve
Marine Corps Reserve
Coast Guard League
Air Force Assn.
Medical Vets
Viet Nam Vets Against The War

Special Groups

All nationality and ethnic community organizations
Senior Citizen's Groups

LOCAL LEAGUES OF WOMEN VOTERS

The LWV is a nonpartisan national, state and local organization whose membership is open to any person who subscribes to the purpose and plicy of the League. Voting members are women citizens of voting age. Associate members include men, persons under voting age, and women who are not citizens.

Grouped by counties, the 92 local Leagues in New Jersey are listed below. To contact them, write or phone the League of Women Voters of N. J., 460 Bloomfield Avenue, Montclair, N. J. 07042 - telephone (201) 746-1465.

ATLANTIC
- Atlantic County

BERGEN
- Bergenfield
- Englewood
- Fair Lawn
- Glen Rock
- Leonia
- Northern Valley
- Paramus
- Pascack Valley
- Ramapo Area
- Ramsey
- Ridgewood
- River Edge-Oradell
- Teaneck
- Tenafly

BURLINGTON
- Medford-Medford Lakes
- Moorestown
- Willingboro

CAMDEN
- Camden County

CAPE MAY
- Ocean City

CUMBERLAND
- Cumberland Co.

ESSEX
- Bloomfield
- East Orange
- Livingston

ESSEX(Cont'd)
- Montclair-Glen Ridge
- Newark
- Nutley
- Orange
- South Orange
- Verona
- West Essex
- West Orange

GLOUCESTER
- Woodbury

HUDSON
- Jersey City

HUNTERDON
- Hunterdon County

MERCER
- Ewing Twp.
- Hamilton Twp.
- Hopewell Valley
- Lawrence Twp.
- Princeton Comm.
- Trenton

MIDDLESEX
- East Brunswick
- Edison Twp.
- Highland Park
- Madison Twp.
- Metuchen
- Middlesex
- New Brunswick Area
- Perth Amboy

MONMOUTH
- Holmdel
- Matawan
- Middletown Twp.
- Red Bank Area

MORRIS
- Boonton-Montville
- Chatham
- Chatham Twp.
- Chesters-Mendman
- Denville
- Florham Park
- Kinnelson
- Madison
- Morristown
- Mt. Lakes
- Par-Troy Hills
- Pequannock Twp.
- Randolph Twp.
- Rockaway Twp.

OCEAN
- Brick Twp.

PASSAIC
- Clifton
- Passaic
- Paterson
- Wayne Twp.

SOMERSET
- Bernards Twp.
- Bridgewater
- Franklin Twp.
- N. Plainfield
- Watchung-Warren

SUSSEX
- Sparta

UNION
- Berkeley Hts.
- Cranford
- Linden
- New Providence
- Plainfield
- Roselle
- Springfield
- Summit
- Union
- Westfield

LEAGUE OF WOMEN VOTERS - COUNTY OFFICIALS

ATLANTIC	Mrs. Stephen Girard 214 E. Surrey, Northfield	646-3967
PARAMUS	Mrs. Daniel Eckhardt 87 Legion Place, Paramus	652-3779
CAMDEN	Mabel Sutman 249 W. Summit, Haddonfield	428-0063
CAPE MAY	W. P. Buckwalter 128 E. Atlantic Blvd., Cape May	399-6438
CUMBERLAND	J. S. Richie Wide Sky Farm, RD3 Bridgeton	451-0424
ESSEX	Edward Haupt 332 Rutledge Avenue	673-8772
GLOUCESTER	Mrs. Donald Wheatcraft 305 N. Stockton, Wenonah	468-5694
HUNTERDON	D. J. Baughman R.D. 1, Flemington	782-0491
MERCER	Pat Bennett Hamilton High East, Hamilton Twp.	
MIDDLESEX	Betty Mason 6 Barrie Road, East Brunswick	257-7790
MONMOUTH	Mrs. Saul Hershenov 17 Beechwood Place, Fair Haven	842-2886
MORRIS	Judy Geller 3 Gillespie Lane, Morris Twp.	539-4567
SALEM		
PASSAIC	Mrs. Gerald Berman 102 Palmer Street, Passaic	779-7673
OCEAN	Eleanor Schuld 728 Dunedin, Toms River	244-6850
SOMERSET	Morton Schwarcz 70 Vail Lane, Watchung 07060	755-8241

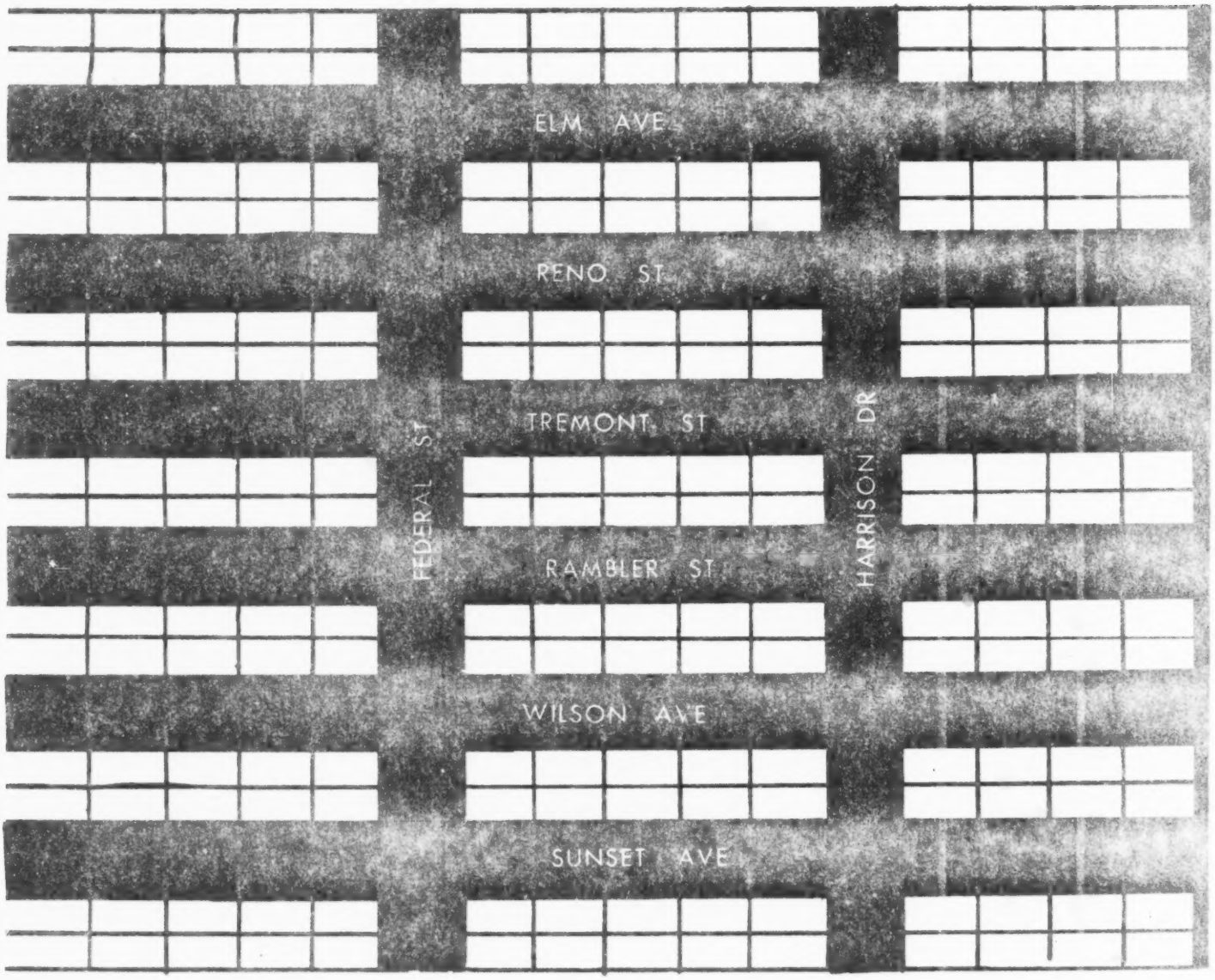
SUSSEX	Ernest Grahmann 65 Glenside Trail, Sparta 07871	729-6276
UNION	R. W. Schuhmacher 358 Huntington Road, Union	687-3019
WARREN	Arthur Wald 103 Charter Terrace Hackettstown 07840	852=5870

PHONE NUMBERS OF COUNTY COURT HOUSES

FOR VOTER REGISTRATION INFORMATION

ATLANTIC	609-625-6231
Atlantic City Office	345-3204
BURLINGTON	609-267-3300
CAMDEN	609-964-6868
CAPE MAY	609-465-7111
CUMBERLAND	609-451-8000
ESSEX	201-961-7000
GLOUCESTER	609-845-1600
HUDSON	201-792-3737
HUNTERDON	201-782-2632
MERCER	609-989-8000
MIDDLESEX	201-442-0510 201-283-1060
MONMOUTH	201-431-4000
MORRIS	201-285-6385
OCEAN	201-244-2121
PASSAIC	201-525-5000
SALEM	609-935-5151
SOMERSET	201-725-4700
SUSSEX	201-383-2420
UNION	201-353-5000
WARREN	201-475-5361

ADDENDUM: SAMPLE MAP



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VOTE FOR YOURSELF

A GENERAL GUIDE TO VOTER EDUCATION AND VOTING RIGHTS FOR THE NEW VOTER

SP 005054

PREPARED BY:

DAVID S. LICHTENSTEIN

COORDINATOR OF VOTER EDUCATION

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION

M.D.I.P.E.

BARRY LEFKOWITZ ,DIRECTOR

RAY WILLIS, ASSISTANT DIRECTOR

Watch your county and local newspapers for information regarding dates, hours, and specially designated sites for out-of-office and evening registration.

If a prospective voter suffers from a chronic or incurable illness or is totally incapacitated but otherwise eligible to register and to vote, he may apply in writing to the Commissioner of Registration requesting that he be registered at his place of residence or confinement.

RS 19:31-6

ONCE YOU REGISTER, MUST YOU EVER REGISTER AGAIN?

New Jersey's "Permanent Registration Law" is designed so that a person need register only <u>once</u>. However, you must re-register if:

a. You have failed to vote during four (4) consecutive years.
RS 19:31-5

b. Your name appears on the Peremptory Order (Black) List and you have not applied for and received an order to vote.
RS 19:32-18

c. You, after a conviction of a crime, have received full pardon or restoration of franchise.
RS 19:31-17

d. You change your name due to marriage, divorce, or court order.
RS 19:31-13

INTRODUCTION

There exists in the contemporary high school the need for establishing a vehicle which will train students to understand and analyze the process by which political decisions are made and men are elected to political office.

This vehicle must provide the necessary resources for students to learn and differentiate fact from fiction, and to base conclusions relating to national elections on objective evidence rather than emotional arguments.

The Issues Analysis Center is an instrument which provides a place for students to determine and evaluate the real issues of a presidential campaign. Used as a supplement to additional classroom and extracurricular activities it will educate students in the manner of objective reasoning and offer an insight to the pragmatic operations of presidential electioneering.

A physically disabled voter shall have the assistance of two (2) members of the district board of opposite political faith.
RS 19:50-3

Several counties throughout the state still rely on the use of paper ballots, in which case voting is a simple procedure of multiple choice.

<u>ELECTIONS</u>

There are two (2) major types of elections with which the American citizen will be concerned; the general election and the primary election.

The general election is that election which falls on the second Tuesday following the second Monday in November. It always affects elections for President, Senator, and House of Representatives. Major local elections, such as Mayor and City Council, usually coincide with the general election although this is not mandatory.

Many local elections, as well as boards of educations elections, are held on various other times of the year.

The primary elections afford voters the opportunity to identify with a political party and to choose candidates and county committeemen and committeewomen. A voter may vote in one party primary and switch to the other the following primary election year. However, you may vote <u>only</u> in <u>either</u> the Republican or Democratic Party Primary in one given year.

ADDITIONAL VOTING INFORMATION

PERSONS ALLOWED IN POLLING PLACE:

Members of District board; candidates standing for election; authorized challengers or agents of candidates; voters present for the purpose of voting; Superintendent of Elections or his deputies; members of County Board of Elections; and assigned police.
RS 19:32-21, RS 19:15-8, RS 19:6-16, RS 19:7-1

COMPOSITION AND LOCATION

The Issues Analysis Center operates around a bulletin board strategically arranged and located in the school building. Its function is to provide information concerning the practical development of campaign issues involved in a presidential election.

Preferably, it should be placed in a classroom with the possibility of a Social Studies class operating the center for a project. If a classroom is not available, the selected location should provide enough room for students to examine and discuss issue priorities and bulletin board composition, and should be easily accessible (and visible) for all students to observe.

Once a site is located, the board should be arranged and mounted as follows:

PRESIDENTIAL POLITICS BULLETIN BOARD				
Potential Issues	International	National	Local	State
Issues				
Effect On Campaign	How does this affect the candidate's position?			

WHAT IF YOU MOVE?

AND WISH TO REMAIN A REGISTERED VOTER?

Should you, as a registered voter, change your address by:

a. Moving to another address <u>within</u> the county you live, you are required to sign a transfer card which must be mailed or delivered to the Commissioner of Registration or Clerk of the Municipality in which you (the transferee-voter) live. Such card MUST be received by the Commissioner on or before forty (40) days for a local, county, or state election, and thirty (30) days for a national election, preceding any election.
RS 19:31-11

b. Moving from one residence to another WITHIN the same county after the 40th day preceding any local, county, or state election, and 30th day preceding any national election, you are permitted to vote in the district <u>from which</u> you have moved upon subscribing an affidavit at your polling place.
RS 19:31-11

c. Moving from one residence to another WITHIN the same election district ANY TIME DURING THE YEAR, you are permitted to vote in such election district ONLY AT THE NEXT ELECTION upon subscribing an affidavit at your polling place.
RS 19:31-11

ELECTION DAY — NOW **YOU** CAN VOTE!

If you have been properly registered, you will receive in the mail several days prior to the election a sample ballot. The candidate and/or referendum selection shown on the ballot will be duplicated in the voting machine, or paper ballot.

Assistance will be provided only for those voters who are blind or have such physical disabilities that they cannot operate the voting machines. A voter, if blind, may have the assistance of some person of his <u>own</u> selection.

RS 19:50-3

A table or row of desks should be placed under the bulletin board for cardboard boxes and file folders which will be used for storing back clippings.

Three student committees should be formed to coordinate the bulletin board composition by supplying newspaper clippings. The committees will be a) International articles, b) National articles, and c) State and local articles.

Some recommended sources for articles are:

A. NEW YORK TIMES (International; National, State)
B. AREA DAILY PAPER (State, local)
C. WEEKLY LOCAL PAPER (State, local)

At the beginning of each day the new clippings should be arranged and should be placed on their respective locations on the Board. All old clippings are placed in the file folders which are labeled by subject (war, taxes, ecology, etc.) and placed in cardboard boxes for future references.

A quick glance at the Board will indicate that issues and articles are further categorized in terms of potential issues, issues, and effect on campaign. Thus, before students will be able to operate the board, they

TIME ALLOWED VOTER TO VOTE:

No voter shall remain in the voting machine booth longer than two minutes. After having cast his vote, voter must leave the polling room.

RS 19:52-3

LOITERING AND ELECTIONEERING:

Loitering and electioneering are prohibited in or within 100 feet of outside entrance of polling place.

RS 19:34-6; RS 19:34-15

PEREMPTORY ORDER (BLACK) LIST:

The Superintendent of Elections is required to investigate all registry lists prior to the holding of any election. When, as a result of such investigation, he shall ascertain that a person is ineligible to vote, he shall place his name on the Peremptory Order (Black) List.

A voter whose name appears on the Peremptory Order (Black) List and who does not receive an order from the court, MUST re-register.

RS 19:32-15; RS 19:32-18

COMMISSIONER OF REGISTRATION AUTHORIZED TO ISSUE ORDER-TO-VOTE:

If the registration form of a person cannot be found in the signature copy register at the time he applies to vote, a member of the district board shall ascertain from Bureau of Elections if such person is properly registered.

If it appears that such person is properly registered, the voter may apply in person at the Bureau of Elections for an order to vote; and the Commissioner of Registration or his duly authorized clerk will then issue such order.

RS 19:31-21

CHALLENGERS:

These are agents of the candidates standing for election.

RS 19:7-1 et seq.

A challenger can ask necessary questions concerning eligibility of voters; and, also, check counters on back of voting machines at close of the polls.

RS 19:15-18; RS 19:16-2; 19:52-5

Challengers must wear badges furnished by the County Board of Elections and file appointment papers with the district board.
RS 19:7-4 et seq.

..... o .....

Special Recognition is here given to Hudson County Superintendent of Elections, Joseph T. Brady (1971), for the preparation and distribution of a Public Services Handbook, "Registration of Voters and Voting Under New Jersey's Election Law," upon which format much of this booklet was based.

NOW WE CAN VOTE

BUT: NOT ALL AMERICANS HAVE ALWAYS RECEIVED THIS RIGHT. IN FACT, IT WAS IN:

1920- THAT WOMEN RECEIVED THE RIGHT TO VOTE ON A NATIONAL SCALE (19TH AMENDMENT).

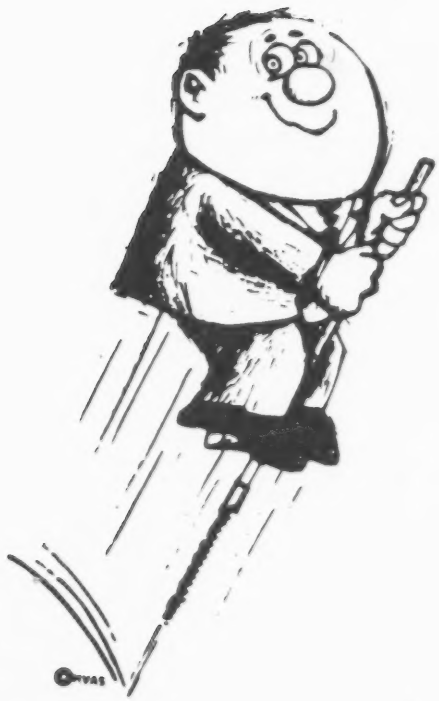
1948- THAT INDIANS WERE AWARDED THE RIGHT TO VOTE THROUGHOUT THE NATION.

1964, '65, '66- THAT SEVERAL CIVIL RIGHTS VOTING ACTS DECLARED UNCONSTITUTIONAL THE USE OF POLL TAXES AND LITERACY TESTS, PREVIOUSLY USED IN SOUTHERN STATES TO DISCOURAGE BLACK AND OTHER MINORITY CITIZENS FROM VOTING.

1971- THAT THE 26TH AMENDMENT GAVE 18-YEAR-OLDS THE RIGHT TO VOTE ON A NATIONWIDE LEVEL.

IT'S OUR VOTE - LET'S USE IT!

IF YOU'RE GOING TO BE AWAY ON ELECTION DAY



VOTE ABSENTEE

If you are a qualified and registered voter of the state of New Jersey who will be absent from the state on the day of an election or who will be within the state on the day of the election but unable to cast your ballot at the appropriate district polling place due to illness or physical disability, including blindness or pregnancy or because of the observance of a religious holiday pursuant to the tenants of your religion, or because of a resident attendance at a school, college, or university, you qualify as a civilian absentee voter and as such, are entitled to vote by absentee ballot. 19:57-1

Application for such ballots must be made at any time, not less than 8 days prior to an election in which you desire to vote. This application must be made in writing to the county clerk in the case of any state-wide or county-wide election; to the municipal clerk in the case of any municipal election; and to the district clerk in the case of any school election. 19:57-4

Prior to the election you will receive with each absentee ballot, printed directions for the preparation and transmitting of absentee ballots as required by this act (which may be printed upon the inner envelope) together with two envelopes of such size that will contain the other. 19:57-16

IF YOU RECEIVE AN ABSENTEE BALLOT, YOU CANNOT VOTE IN PERSON

If you have applied for and have been forwarded an absentee ballot, you will not be permitted to vote in person at the polling place in your election on the day of the election, but you may vote by absentee ballot even though you are in the state on election day. 19:57-28

MILITARY BALLOTS

If you are a qualified voter under the Constitution and laws of the State of New Jersey who is included in one of the following categories, you are a "Military Service Voter" and may vote accordingly by military absentee ballot:

a) Are in the military service yourself or have spouses and dependents who are in it,

b) Are a patient in a Veteran's hospital located in any place other than your place of residence and have been in the military service in any war in which the United States has been engaged and have been discharged or released from such service, and

c) Are a civilian attached to or serving with the Armed Forces of the United States without your spouses and dependents when residing with or accompaning them. 19:57-2

If you are a qualified military service voter, you may apply for an absentee ballot at any time not less than 8 days prior to an election in which you desire to vote. This application must be made in writing to the county clerk for a state-wide or county-wide election; municipal clerk for municipal election; and to the district clerk for school elections. 19:57-4 In the case of military absentee ballot, one may be secured for you by any relative or friend who follows the same procedure as in the civilian case. 19:57-7

As in the case of civilian absentee ballots, you will receive in the mail prior to election day, a package including your absentee ballot, printed directions for the preparation and transmitting of your absentee ballot and two envelopes of such size that one will contain the other. 19:57-16

If you should, as a military service voter, return to your place of residence with this State, within 10 days before an election, and have not

received a military service ballot, yo
apply in writing to the proper county
and shall be entitled to receive a mil
properly identified, and will be allow
presenting it in person to the proper
marked and sealed in the inner envelo

VOTING AT COLLEGE-

As the result of a recent Supreme
attending an institution of higher edu
reside at home with your family (pare
register and vote at your college addr

ou may, in person before, and
clerk for a military service ballot,
itary service ballot upon being
ved to cast your absentee ballot by
county board of elections, properly
ope provided for that purpose. 19:57-29

- YOU HAVE A CHOICE

Court ruling, if you are a student
cation in New Jersey and do not
nts, legal guardian), you may
ess.

REQUEST FOR ABSENTEE CIVILIAN BALLOT

County Clerk
Election Department

_____
(Date)

I hereby make application for Absentee Civilian Ballot for the Election to be held on .....

☐ I expect to be absent from the State of New Jersey on election day.

OR

☐ I am physically unable to cast my ballot at the polling place on election day.

OR

☐ I will be unable to attend at my polling place because of the observance of a religious holiday pursuant to the tenets of my religion.

OR

☐ I will be a resident attendant at school, college or university.

OR

☐ I am blind.

Address to which ballot is to be mailed:

.....

.....

.....

Zip Code .....

_____
(Signature as it appears on registry list)

_____
(Type or print name as it appears on registry list)

_____
(Street address)

_____
(Municipality)

Zip Code .....

My voting district is District Ward

This application must be filed with the County Clerk's Office on or before 8 days prior to the election.

CLASSIFICATION OF ARTICLES

A potential issue includes policy statements, press releases from candidates or organizations, editorials, political columnists, and any accusations made concerning the campaign.

In short, it is subject concerning or anything said by or about the candidate, political organization, or campaign staff.

An ISSUE includes subjects which are presently being debated or which have become controversies.

The EFFECT ON THE CAMPAIGN is the manner in which the candidate reacts to issue development. This is measured in terms of campaign tactics and strategy alteration.

To decide whether something is an issue or potential issue, you must decide upon the objectivity of its source. A newspaper supporting a candidate may emphasize something which is beneficial to the candidate but not really an issue, or may be an issue created by the MEDIA rather than the candidate. To understand the actual affect of something upon a campaign, it must be viewed in its proper perspective.

To decide whether a newspape: is 'slanting' the news , you may wish to follow these procedures:

A. Check the editorial page for acknowledged bias (editorial support, comment)
B. Number of feature stories concerning different candidates, and the intensity of these stories and
C. Most important, the PLACEMENT and ADJECTIVE DESCRIPTION describing regular news stories covering the campaigns.

For example, if candidate A's "exciting" speech appears on page one three times a week, and candidate B's "boring" remarks are hidden on page 13, it would indicate a clear preferential bias of the newspaper towards candidate A.

ACTIVITIES

The maintenance of the bulletin board must be supplemented by a series of classroom and extra curricular activities.

The following is a list of activities which may be explored:

1) Independent studies by stu
class credit for doing research, pa
topics for consideration would be
issue, comparing and contrasting
the same issue, and comparing the
have upon the campaign.

2) Discussion panels by clas
discussion at a school-wide asser
the SIGNIFICANCE of various issu
alone have a tendency to bore larg
at an assembly by filmstrip or slid

In addition, this panel could
groups such as the Kiwanis, Junio
would directly involve the student
same time provide community citiz

3) Set up committee to make
over the public address system in
of the week" could be initiated by

4) A comparison of weekly ne
Newsweek, Time, The New Republ
for their presentation of the issues

5) A pre-test and post-test o
campaign issues and candidates.
cerned with the presentation of fa
Vice-Presidential candidate) but w
stands the significance of certain
vice-presidential candidate to app
leaders in the same geographicall

In other words, pre and post-
understand the operation of campa

6) Student leaders in the cla
in other classes and share their l
carefully planned in advance with

7) Compare the Democratic a
in panel discussion or as a class

8) Collect and analyze polit
the issues.

dents. This involves receiving
pers or discussion groups. Some
ollowing the development of an
he way several newspapers treat
effect that two different issues

ses which could lead to a panel
ibly. This discussion should examine
es and, since panel discussions
e crowds, should be supplemented
e presentations.

be presented to various local civic
r Womens Club, and Jaycees. This
s with the community while at the
ens with pertinent election information.

spot announcements on the issues
the school each morning. An "issue
the committee.

ws magazines. Students could compare
ic and U.S. News and World Report
s and candidates.

f student views on the most important
These tests should not only be con-
cts (i.e. the name of the Democratic
ith determining that the student under-
facts (i.e. the choice of a certain
ease the political preference of
y located state, such as the South).

test should determine whether students
ign strategy.

ss could open discussions of the issues
arning. This, however, should be
key questions previously arranged.

nd Republican party platforms either
oom project.

cal cartoons and how they relate to

9) Compare articles from several newspapers on the same event and note how they vary in emphasis and construction. Note size, choice of words, pictures, or other contrasting features.

10) Compare the editorials with the news reported to see if the newspaper slants its reporting compliments the editorial position. This may indicate whether candidates, which agree with newspaper's view, receive preferential treatment in reporting. This is measured in terms of adjectives used to describe the candidate, page and location placement of stories about him.

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Multi-District Instit

An E.S.A. Title I
Through The New
Department Of Ed

Dr. Carl Marbur

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II Project Funded
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Coordinator
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INTRODUCTION

The United States, being granted the status of a democratic republic is also thought to have a very open and democratic system of electing its President and Vice President. There are memebers of both Houses of Congress, as well as political analysts, observers, and professors who feel that this is a gross misrepresentation. In fact, the special commission on electoral reform of the American Bar Association concluded, after an extensive ten month study, that "The existing electoral system is archaic, undemocratic, complex, ambiguous, indirect, and dangerous...."

Arthur Krock, Pulitzer Prize winning political journalist, wryly commented over twenty years ago, "The road to reform in the method of choosing the Presidents and Vice Presidents of the United States is littered with the wrecks of previous attempts." The reader will find some of the more recent attempts of electoral reform contained within. The major reasons for their defeat at the committee level are also included for the reader's information. There are many experts and analysts who strongly feel that the present system of choosing our Chief Executive functions better than any other of the proposed systems. Their viewpoint is articulated via the Minority Report of the Senate Judiciary Committee filed by Senators Ervin, Hruska, Eastland, Thurmond, McClelland, and Fong.

Also contained is a historical background of the electoral college, a history of the resolution, and an analysis of the resolution. This manual is provided as a learning tool and as a vehicle to stimulate both debate on the topic and enough awareness of both pro and con arguments to stimulate either individual or group involvement in this area of current national interest.

HISTORICAL DESIGN OF THE FRAMERS OF THE CONSTITUTION

In 1787 James Wilson of Pennsylvania spoke of the difficulty the Constitutional Convention had experienced in agreeing on a plan for choosing the President:

> This Convention, Sir, was perplexed with no part of this plan so much as with the mode of choosing the President of the United States. ***This subject has greatly divided the House, and will also divide people out of doors. It is in truth the most difficult of all on which we had to decide.

There was no shortage of ideas at the Convention on how to elect the President. Among the many plans proposed were direct popular election,

election by the Congress, and election by the State legislatures. Direct popular election was opposed mainly because it was felt that the people, lacking knowledge of the candidates, could not make an intelligent choice. An election by Congress was rejected because it was believed that this would undermine the independence of the Executive. Similarly, the idea of election by State legislatures was defeated because of the fear that the President would be so indebted to the States that the exercise of Federal authority would be jeopardized.

Unable to agree upon a plan, the Convention appointed a "Committee of Eleven" to propose a compromise solution. The hybrid electoral college system was that compromise solution. The people would choose electors in the first instance, either by direct popular election or through appointment by popularly elected state legislatures, but the electors they chose would actually vote for President and Vice President. The electors, according to the original design, would vote individually for the candidates they believed best qualified for President and Vice President. As Alexander Hamilton wrote in Federalist No. 68, "a small number of persons selected by their fellow citizens from the general mass, will be most likely to possess the information and discernment requisite to such complicated investigations***."

HISTORY OF THE RESOLUTION

History Of Senate Joint Resolution 1

The Subcommittee on Constitutional Amendments began the first of two sets of hearings on the election of the President on February 28, 1966. The subcommittee held 18 days of hearings and heard testimony on all of the various plans for reform of the electoral system. More than 50 witnesses appeared before the subcommittee and the hearing record totaled nearly 1,000 pages. (Election of the President, hearings before the Subcommittee on Constitutional Amendments, 89th Cong., second sess. and 90th Cong., first sess.).

Following the near electoral mishap in 1968, the subcommittee undertook a further study of electoral reform. In 11 days of hearings, the subcommittee heard 49 witnesses and compiled a second hearing record of more than 1,000 pages. Once again, the subcommittee heard testimony on all the various plans for reform. (Electing the President, Subcommittee on Constitutional Amendments, 91st Cong., first sess.).

In September 1969, electoral reform became the pending order of

We realize that the present system has its defects. We believe, however, that remedies are available short of its wholesale destruction.

In his statement in opposition to direct election, former Attorney General Nicholas De B. Katzenbach commented:

> "I strongly feel that on a matter so basic to the confidence and structure of the country, we ought not to abandon the familiar and workable for the new and untried without the clearest demonstration of need. In my judgment, no such demonstration has been made. We should not substitute untried democratic dogma for proven democratic experience.

Direct Election of The President Would:

- Destroy the two-party system and encourage the formation of a host of splinter parties.
- Undermine the Federal system by removing the States as States from the electoral process.
- Remove an indispensable institutional support for the separation of powers.
- Radicalize public opinion and endanger the rights of all minorities by removing incentives to compromise.
- Create an irresistible temptation to electoral fraud.
- Lead to interminable electoral recounts and challenges.
- Necessitate national direction and control of every aspect of the electoral process.
- The great possibility of a run-off election would induce many more candidates to run, and to withdraw only AFTER the first election.

RECENT REFORMS DEFEATED IN COMMITTEE

District Plan:

The district plan would retain the electoral vote, with electors chosen from single-member districts within each State and two electors running at large statewide.

Proportional Plan:

The proportional plan would retain the electoral vote, but replace the unit rule with a proportional division of a State's electoral vote on the basis of the popular vote in that State.

Modified Present System:

The modified present system would write into the Constitution for the first time the major defect of the present system - the unit rule.

HOW TO APPLY THIS INFORMATION

As members of the M.D.I.P.E. you, by joining such an educational endeavor, have a keen interest in being able to discuss the current questions of national interest. This booklet has provided for you the needed information and arguments to do just that. (A discussion or debate over whether or not the United States should drastically, partially, or not reform the process by which the American people choose their President and their Vice President.)

The author feels that it is of utmost importance that at least one class period be spent in formal debate over the topic. The United States Senate has been debating this question for over six years. You should feel free to spend at least one day in formal debate over the matter of electoral reform.

How To Organize Your Debate

- The members of your Institute have been elected to the Senate, hence, you will address each other as "Senator _____."
- Your classroom is now the Senate Chamber, thus, you will adhere to decorum etiquette of such a place.
- Your Faculty Advisor acts as the President of the Senate and will preside over the debate because he has been elected to the Vice Presidency. (You may follow this, or you may assign one of your classmates to act as the Vice President.)
- An alotted time will suffice for main speakers, secondary speeches, rebuttals, and summations. Budget your time, and work in as many different speakers as time will allow.
- The Senate now will vote on the issue. A majority will suffice for the passage or defeat of the resolution.

- Leave a few minutes for informal discussion of your "debate."

NOTE:

You may also want to carry your involvement one step further by reporting your debate to either Senators Birch Bayh of Indiana and/or Strom Thurmond of South Carolina. Explain to the Senators what your Institute is all about and then by a formal "resolution" report the results of your "debate" and "vote." Members of the Senate, in general, love to hear about such involvement in the current questions of national interest. You need not restrict your letters to these two gentlemen, you may notify as many Senators or Representatives as you wish.

GOOD LUCK !!

ED 071936

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION

Student Participation Rating Form for (name of school)_____

Activity Name: _____ Student: _____

Date: _____ Evaluator: _____

Activity Purpose: _____

Please indicate your response to the statements below concerning the interests, skills and abilities of the student indicated above. In Part A circle the appropriate scale number. In Part B answer in short sentences and descriptive phrases.

1 = very poor, 5 = very good N.A. = Not Applicable, N.O. = Not Observed

A. 1. The ability of the student to interact with the teacher-coordinator or trainer and express himself to fellow students was: 1 2 3 4 5 N.A. N.O.

2. The student's use of outside research resources (notes, libraries, printed and AV materials, University or government agencies, etc.) in preparation appears to have been: 1 2 3 4 5 N.A. N.O.

3. The student's ability to interact organizationally with fellow students in the MDIPE class and activity was: 1 2 3 4 5 N.A. N.O.

4. The student's use of unstructured time was: 1 2 3 4 5 N.A. N.O.

5. The student's degree of participation in the MDIPE activity was: 1 2 3 4 5 N.A. N.O.

6. I would give this student an overall rating for this activity of: 1 2 3 4 5

B. 1. In what areas did the student show the greatest personal initiative and/or leadership?

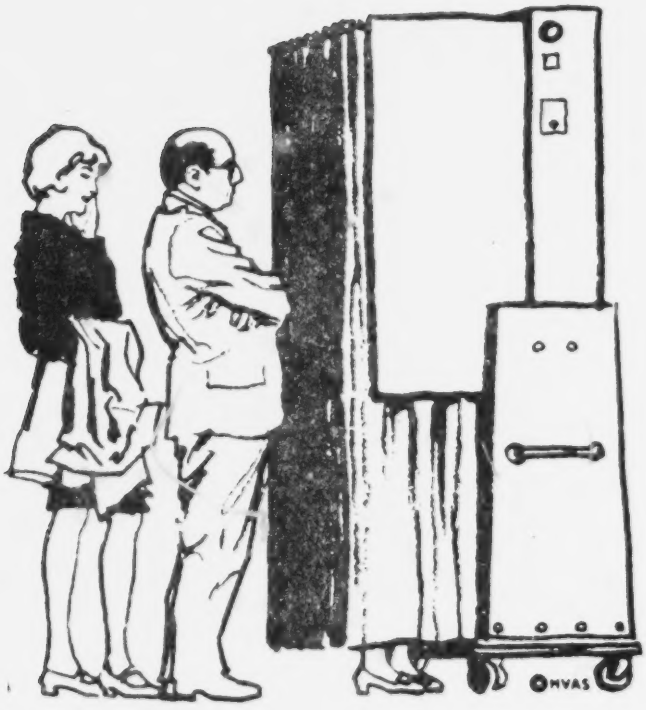
2. In what activity or with which kind of trainer did this student show the greatest participation and interest?

3. What special needs does this student require which could be better fulfilled by the MDIPE staff, teacher-coordinator, or fellow students?

4. What else should be known about this student in this activity?

SD005054

STUDENT



ELECTIONS

SA0050054

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

SCHOOL ELECTION prepared by:

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DIRECTOR

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PURPOSE OF "MOCK" ELECTIONS

ELECTION: Your school will hold an election on the State, County and local level.

POLITICAL PARTIES: Your group will be split into two parties; similar to the Democratic and Republican parties.

NOMINATIONS: Parties will nominate candidates for all levels of political office.

CAMPAIGN: During these proceedings you will learn how to formulate and execute a political campaign.

- A registration drive should be part of the proceedings, and the introduction of voting machines and instruction concerning their operation should also take place during the campaign segment of your program.

PARTY COMMITTEES: Each party will also have within its structure a selection committee, platform committee, and registration committee.

ELECTION DAY: Your group will participate in the vote tabulation process of an election day. Your group will be running the actual business of a typical election day (i.e., workers at the polls, poll watchers, challengers, etc.).

WINNING CANDIDATES: The elected candidates will be feted by having a "Day" when they will actually substitute for real officeholders (i.e., the student that ran for Freeholder gets to serve as a Freeholder).

COORDINATION OF PROGRAM: You will elect an overall chairperson to coordinate all the different segments of your student election program.

ELECTION CHAIRPERSON: The election chairperson will oversee and coordinate the entire election process. He must be, above all, a non-partisan participant in the proceedings. He will be responsible for nearly all of the liaison groundwork that must be resolved between your group and many, many organizations, officials, and levels of the government. Your chairperson will act as a moderator-coordinator; he will work closely with your faculty advisor to guarantee that the most expedient and least confusing methods of party selection, informative assemblies, and registration of voters are employed.

DUTIES : ELECTION CHAIRPERSON

- Must notify Board of Elections via 'phone and mail requests for voting machines. (This must be done three (3) months in advance!!)
- Must negotiate with the Mayor for the purpose of reserving a convenient day when your elected candidates may serve in their offices.
- ASSEMBLIES: Must be a series of two; the FIRST will deal with the introduction of the program and an instructional presentation by a person from the Board of Elections on how to operate a voting machine. The SECOND assembly will be the introduction of parties, candidates, and platforms.
- Must contact various political party experts, (i.e., Republican or Democratic county chairperson) concerning their coming and apeaking to your group about campaign strategies.

CHOOSING THE PARTIES:

After the election and a chairperson has been chosen, the next order of business will be the organization and implementation of the PARTIES. You may elect to employ a very simple method such as "Party A" and "Party B," or you may choose an alternate method. One of these alternatives would be to select two people in a fashion similar to two team captains and have them, in turn, select their co-workers from among your group. Of course, these are general suggestions of possible methods. Your group or faculty advisor may decide on an arbitrary system in order to define and designate the respective parties.

THE PARTY:

Following the definition and designation of the parties, the two parties will then meet for the first time as a group. This is known as a party CAUCUS. During the caucus the party will choose the following:

- A chairperson of the party
- A co-chairperson of the party
- Decide on a party name (i.e., RAP - "Realistic Approach to Politics")

Organization Duties of the Party Chairperson:

Appoint the following:

"Selection Committee"
"Platform Committee"
"Campaign Committee"
"Publicity Committee"
"Board of Elections"
"Registration Committee"

SELECTION COMMITTEE:

Will choose candidates to run for the following posts:

- Board of Education
- Councilman
- Mayor
- County Sheriff
- County Surrogate
- County Clerk
- Freeholders
- Assemblymen
- State Senator

NOTE: The number of people for some offices will depend on your own county organizational set up. Find out a description of the duties of each of the above offices. CANDIDATES CANNOT BE CHOSEN FROM YOUR GROUP. THIS IS WHERE YOU GET THE REST OF THE STUDENT BODY INVOLVED. THEY'LL SERVE AS CANDIDATES; YOUR PARTIES WILL FORMULATE THE CAMPAIGNS.

BOARD OF ELECTIONS:

Two people from each party to serve on the Board of Elections during the entire project. The Board settles any disputes that may arise, counts the votes, and expedites the mechanics and activities of Election Day.

PUBLICITY COMMITTEE:

This committee, consisting of several people, utilizes the school's public address system, writes articles for the school newspaper, and creates flyers and posters.

CAMPAIGN COMMITTEE:

These people work in conjunction with the Publicity Committee. They plot strategy, plan demonstrations for the candidates, and help to formulate speeches, etc.

REGISTRATION COMMITTEE:

This special committee consists of a group of students from each party. They must register each student in the school.

Set aside a specific time of day for two weeks where students may come to register. They will fill out an official registration form. This form will be filed away alphabetically. No student may vote unless he or she is registered. Make use of P.A. system, etc. so that this is clearly understood.

When Election Day comes, you pull out their form. This means that they are registered and then they may vote. This insures that they only vote once and also verifies their identity.

Your job is to make sure all are registered. Make use of your specific place to register.

Your English class may be the only class that will serve as a common place to contact all of the student body. PLEASE RECEIVE PERMISSION BEFOREHAND.

HOW CANDIDATES RUN

A coordinate effort by both your campaign and publicity committees helps to create and build a favorable image for your candidates. This can be achieved via articles in the school newspapers, posters in the hallways, informative flyers, and political announcements on the public address system. Try to involve as much of the student body as possible. Rallies for the candidates prior to their formal introduction is a good method of generating enthusiasm for his or her candidacy. Play up your themes of your parties; such as, for the "Realistic Approach to Politics" or RAP Party, you could use posters and spot ads saying, "... the RAP man is coming!!..."

Finally, for a gag effect to break up the monotony of the speeches, you could have people planted in the audience to pop up and do quick one liners, (i.e., "Joe, I can't stand for this much longer." "Then sit down, Bill!!")

ELECTION DAY

This is where the election board and registration committees go to work. You will have had all your people registered. Next, you'll set up two or three tables depending on how many people you have in your school. Post a sign on the tables that have the letters of the alphabet, (i.e., A -- M, here; and N -- Z here).

When the students come in to vote, you must instruct them where they are to go according to their name.

Make sure you have at least 6 people during every period at the area where the election is being held. Also make sure you have someone from the election board there with you in case any problems develop.

After the final vote has been registered, the election board official will teach you how to tabulate the votes. There must be at least one person from each party (your election board) present when tabulating the votes.

SUMMARY

One of the most useful and easiest ways to gain insight and knowledge of the American political system is to participate in this system. That is, in fact, what your group will be doing when you organize and conduct your own student or "mock" elections in your respective schools. The system looks, from the outside, to be a rather cumbersome and complex one. You will find, after functioning within the guidelines of the system, that it is a good deal more streamlined than you at first thought. The election rules and laws all have a practical purpose, and your group will learn this fact and other laws through your participation within the guidelines.

The authors wish you the best of luck with this endeavor and hope that you achieve the maximum amount of success!!

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ELECTION INFORMATION

CENTER

SP000504

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

ELECTION INFORMATION CENTER prepared by:

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MULTI-DISTRICT INSTITUTE

FOR POLITICAL EDUCATION

BARRY E. LEFKOWITZ

DIRECTOR

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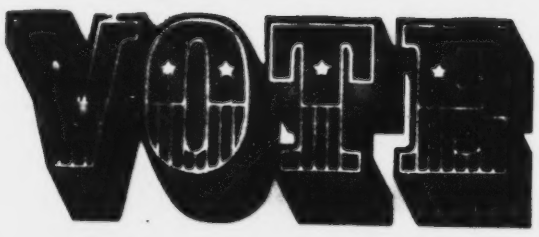


introduction

It has been found that fewer 17-year olds than young adults know whether their local government is a town council, mayor, or city manager. Taking this fact one step further, a majority of new voters do not know which offices in their community are up for re-election, not to mention who are the candidates.

The League of Women Voters has lessened the problem, to some degree, by distributing sample ballots to every registered voter a few days before Election Day.

For the students, we have designed an Election Information Center which not only identifies offices and candidates, but also gives basic information on the background and qualifications of the candidates.

The Center will also act as a guide to political involvement by students.

Students need to be given the opportunity to participate in the political system as interns and apprentices. One of the problems students encounter in trying to get involved in the political system is lack of contacts. They have no idea of where to turn to get involved. Many students would like to do something but have no experience and no information on where to learn. Like everything else, the students must realize that they will have to start at the bottom. There is always a need for drivers on Election Day to transport voters to and from the polls; and also babysitters to watch the voters' children at their homes and at the polls while parents vote. While doing these jobs, the students will be able to observe other workers and meet people who will be able to teach these students what they will need to know for other jobs in other elections. These students will learn best through their observations. When the students are coordinated with their local political organizations, they then will have their foot in the door.

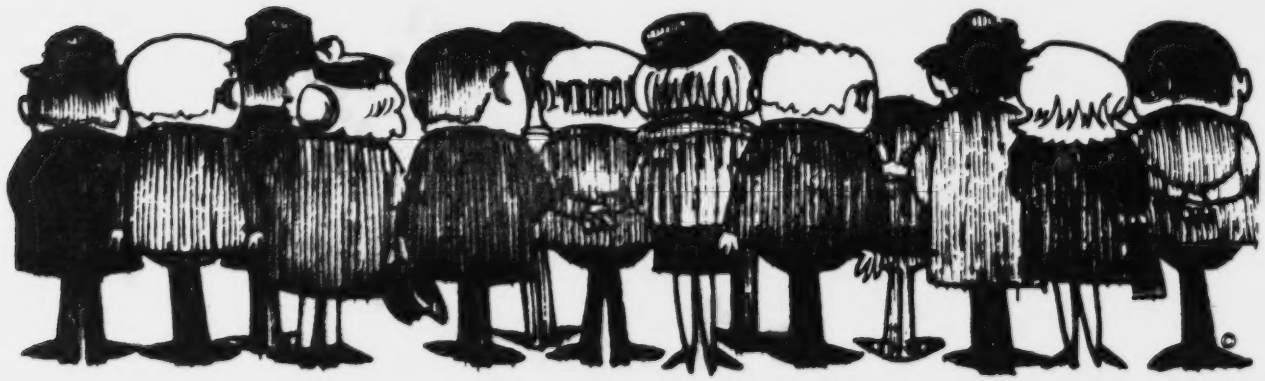
materials and location

The materials needed at the Center are:

1) large bulletin board or sign
2) file folders, between 50-75 folders
3) file boxes, to hold folders
4) tables or desks for boxes and workers

The location of the Center is very important. It should be in a location easily accessible to students. It should be large enough to accommodate a number of students at one time. It should have access to a large bulletin board or sign. It should have access to tables or desks for workers.

Some possible locations are: school hallway, extra room in building or back of a classroom.



organizing committees

The Election Information Center should be organized and maintained entirely by students. The following organizational structure is recommended:

One student is selected to be the Director of the Center. The Director will be responsible for making sure the material, on the board and in the folders, is kept up to date. He will be responsible for coordinating the student volunteers.

The student selected as Director should have some experience in organizing. He should be a responsible student, capable of making decisions and enforcing them.

All of the students who will work at the Center should be divided into four groups or committees: 1) The Contact Committee; 2) The Coordinating Committee; 3) The Information Committee and 4) The Bulletin Board Committee.

Each of these committees should select a chairman to oversee the work. Each chairman should meet with the Director separately and as a group. Any problems or ideas should be brought to the attention of the Director.

The chair persons should be people the Director can work with easily. They should be responsible people who can organize their committee for top performance. The chairman will be responsible for everything done by his committee.

contact committee

The main task of this committee will be making contacts outside the school.

This committee is responsible for contacting the County Clerk's office, and local political organizations to compile a set of two lists: Offices for election and candidates to fill them and local political organizations interested in High School volunteers.

These contacts can be made in a number of ways; phone calls, letters, in person. During all these contacts,the students should remember to identify themselves, their school and their project. When phoning,

offer to phone again if they are too busy to give all information right then. Be polite and courteous!

The information on the offices and candidates can be obtained at the County Clerk's Office, located at the County seat. Be sure to ask for the COMPLETE list of candidates. Include party affiliation on list of candidates.

Some political organizations to contact and offer student volunteers are: Local League of Women Voters, Jay Cees, Democratic Organization, Republican Organization, Labor Unions, Ethnic and Religious action projects.

When contacting these organizations, explain that you are only asking if they are interested in student volunteers. If they are, inform them that they will be notified at a later date as to who to contact for these volunteers.

operating procedure

FIRST Contact your school office and find out what cities are represented in your school population.

SECOND Contact County Clerk's Office at County seat and request the names and party affiliation and office of all candidates on the ballot in each ward, in each voting district represented in the school.

THIRD Contact local political organizations and offer student assistance in election period.

FOURTH Compile all information into two separate lists.

- Offices and candidates
- Interested political organizations

coordinating committee

The main responsibility of this committee is to coordinate student volunteers with local political organizations.

After the list of interested Political Organizations is obtained from the Contact Committee the chairman of the Coordinating Committee should

appoint one student for eac rganization to be the liaison between the school and the political organization. The liaison will contact his organization and explain who he is and where he can be reached (home).

After the Center is open, the Coordinating Committee will be responsible to take the names and phone numbers of the student volunteers at the Center. Forms should be printed for volunteers to fill out. If the students have a preference to work for one particular organization this should be honored. If the student has access to a car, this should also be noted. A possible form would read as follows:

Name
Address
Telephone
Preference: Yes ___ No ___
If Yes _____
Access to car: Yes ___ No ___

These students should also advertise this opportunity for political activity through poster. These posters could be made while the Contact Committee works on a list of Organizations.

The students of this Committee should be willing to man the Center and to register volunteers.

operating procedure

FIRST Obtain list from the Contact Committee

SECOND Chairman assigns one person per organization as liaison.

THIRD Make posters advertising; print registration forms

FOURTH Compile list of volunteers and keep up-to-date

information committee

This will be the largest committee working at the Center. It is recommended that there be enough people on this committee so that there are three (3) people to work in each office on the ballot. The chairman

will decide if there is a need for more than three working in each office.

These "sub-committees" will be responsible for compiling complete folders on every candidate for that office. These folders will be filed at the Center, in alphabetical order and are to include in a concise presentation:

- party affiliation and past employment (elective - non-elective)
- past views and policies
- present views and policies

This information can be obtained from the candidates' local headquarters and newspapers. If you cannot visit the headquarters, write a letter to explain who you are and why you would like the information. Make sure your information includes the major candidates' ideas on every issue described in the Issues Analysis Center.

The chairman will, in many cases, be called upon to determine what is fact and what is rumor. This is to be a non-partisan presentation, all bias remarks should be stricken from the reports.

operating procedure

FIRST Obtain list of candidates and offices from Contact Committee

SECOND After chairman appoints "sub-committees" contact candidates' headquarters for necessary information

THIRD Check newspapers for new views or policies to include in report

FOURTH Compile folders and keep up-to-date

visible information committee

This will be the smallest committee working at the Center. The members of this committee should have some experience in art work because the sign or bulletin board they design must catch the eye in order to be useful.

	Democratic	Republican	American 1st	Communist	Socialist Labor	American Independent
President	Geo. McGovern	Richard Nixon	John Malalchik	Gus Hall	Linda Fisher	George Wallace
Vice President	Sargent Shriver	Spiro Agnew	-	Jarvis Tarner	G. Gunnerson	T. Coleman Andrews
U.S.Senator	Paul Krebbs	Clifford Case				

	Congressional District #		Congressional District #	
	Democrat	Republican	Democrat	Republican
Congressman				

	Democrat	Republican
Freeholder		

	City		City		City	
	Democrat	Republican	Democrat	Republican	Democrat	Republican
Mayor						
City Council						
School Board						

Republican Committeeman				
Republican Committeewoman				
Democratic Committeeman				
Democratic Committeewoman				

This bulletin board must also hold quite a bit of information. It should include a chart or ballot which can be easily read. To help the students with the design, we have included a model for the presentation of offices and candidates.

chart explanation

The first section covers the national statewide candidates; President, Vice President, and U. S. Senator. They are uniform on every ballot in the state.

The second section covers the candidates for U. S. Congressmen. These are elected by congressional districts. Since there could be more than one congressional district represented in the school, there is more than one district depicted on the chart.

The third section is for candidates for county freeholders. There are usually more than one seat open, therefore, there should be room for more than one candidate from each party.

The fourth section covers the city elections, such as mayor, city council, and school board. There are usually more than one city represented in the school so all should be included on the board. Sometimes there are more than one candidate for either city council or school board in one city, therefore, allowance should be made.

The fifth section is also a statewide election office. These are for committee man and committeewoman for both the Democratic and Republican parties. This section is set up differently because there are many candidates running within the party. These should not be overlooked, they are the people who will represent the party in the National Committee.

This chart has been organized to comply with the 1972 elections. Special elections this year and in subsequent years should be noted and included. Since different offices are up for election in different years, the board will always be changing from year to year. All offices up for election must be included each year.

In addition to the chart of offices and candidates, the bulletin board should also include news releases of major candidates, and the organizations which are interested in student volunteers.

The news releases should be current ones which have some bearing on the election. The committee chairman is responsible to see that the news

releases are changed often and are replaced with more current releases.

The list of interested political organizations should be obtained from the Contact Committee and be posted as a reference for volunteers who show preference for certain political groups.

The key to the success of the Center is the student interest in it. The Bulletin Board can be used to attract attention and help to interest them in what is happening. Make the Bulletin Board exciting, it is the first thing the students will see. Use a catchy slogan to grab their interest and hold it. Use bright colors and political cartoons to decorate the board. Remember politics is exciting and should be depicted that way.

operating procedure

FIRST Obtain list of offices and candidates and list of interested political organizations

SECOND Design board and set up chart

THIRD Look for news releases and post

summary

One of the cardinal sins in voting is ignorance. A person who votes a straight ticket, out of ignorance, would be better off not voting at all.

Straight party voting is a common practice of the past. These people were never educated or informed of how their vote can be used for their own good.

The advent of the 26th amendment creates a new generation of voters. For these people, the Election Information Center will serve as a stimulus for participation and will help guard against ignorance.

appendix

To help the students get started, we have obtained some information for them. On the ballot for President and Vice President, in 1972, in New Jersey, are:

Democratic Party	-	George S. McGovern R. Sargent Shriver
Republican Party	-	Richard M. Nixon Spiro T. Agnew
American First	-	John V. Malalchik
American Independent	-	George C. Wallace T. Coleman Andrews
Communist Party	-	Gus Hall Jarvis Tarner
Socialist Labor	-	Linda Fisher Gennevive Gunnerson
Peoples Party	-	To be announced

On the ballot for United States Senate, in 1972, in New Jersey are:

Democratic Party	-	Paul Krebs
Republican Party	-	Clifford P. Case

State Headquarters for the Democratic and Republican candidates for both Presidency and Senate are:

George S. McGovern for President
% Executive Director, Dan Horgan
512 Main Street
East Orange, New Jersey

Telephone: 201-678-6300

(NIXON) Committee to Re-elect the President:

% Kathy Black
Robert Treat Hotel
50 Park Place
Newark, New Jersey 07901

Telephone: 301-622-1213

Paul Krebs for United States Senate
Attn. John Wallace
1465 Irving Street
Rahway, New Jersey 07065

Telephone: 201-482-5900

Clifford P. Case - Campaign Headquarters
% Stephen J. Small
837 Federal Building
Newark, New Jersey

Telephone: 201-645-6040

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CONDUCTING A

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POLITICAL EDUCATION ASSEMBLY

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION,

AN ESEA TITLE III PROJECT FUNDED THROUGH THE

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DR. CARL MARBURGER, COMMISSIONER

POLITICAL EDUCATION ASSEMBLY prepared by:

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FOR POLITICAL EDUCATION

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FORWARD — CONDUCTING

A POLITICAL EDUCATION ASSEMBLY

The function of a political education assembly presented in the high school is to provide students with the necessary non-partisan, or bi-partisan, information to make logical, responsible decisions as concerned citizens and mature voters.

The assembly is a vehicle for presenting students with both sides of a political issue, the credentials and appearance of all candidates for the same political office, and a clear understanding of the mechanics and regulations of the American political system.

It is NOT a method by which students are to be manipulated for support or defeat of any political issue or candidate. It must, at all times, remain non-partisan, or bi-partisan, providing a variety of different views and further enhancing the educational process.

TYPES OF POLITICAL ASSEMBLIES

There are basically three (3) different types of political education assemblies; 1) the INFORMATIONAL assembly, 2) the MOTIVATIONAL assembly, and 3) the DEBATE assembly. These may further be categorized in terms of a) who has been invited to attend, b) scheduled time of presentation, and c) determination as non-partisan or bi-partisan.

THE INFORMATIONAL ASSEMBLY

The function of this assembly is to simply provide information. This information covers both sides of an issue, and will usually deal with three (3) general categories:

A. <u>Mechanics and Regulations of the American Political System</u>

Operation of voting booths, presentation of registration and voting laws, and examination of the county committee system are examples of topics which may be explored in this type of assembly.

B. <u>Political Issues</u>

Ecological projects, equal rights, and governmental economic programs are some issues for which carefully researched objective informational assemblies may be concerned.

C. Candidates

Not to be confused with candidate debates, this assembly provides objective, factual presentation of candidate credentials, past voting records, and previous achievements. These records may be presented either by the candidates themselves, political party representatives, or an impartial researcher.

Methods of presentation for an INFORMATIONAL assembly might include filmstrips, recordings, oral presentations, distributed fact sheets, and, in cases such as operation of voting machines, actual physical demonstrations by individuals such as the superintendent of elections. Most probably, a successful informational assembly will include a combination of these methods.

THE MOTIVATIONAL ASSEMBLY

This assembly is conducted for the specific purpose of motivating students to do something. It is most often used to encourage students to register and vote.

This type of motivation should not be confused with an attempt to manipulate students to support a candidate or an issue. Rather than attempting to sway the student to support or reject a stand, its function is to motivate students to evaluate both sides of an issue and then TAKE A STAND as concerned, responsible citizens.

THE DEBATE ASSEMBLY

The debate assembly provides the opportunity for student exposure to and evaluation of political candidates and/or issues.

It is important that an equal number of representatives are provided for each candidate or opinion, and that the moderator remains neutral at all times. Either candidates or their representatives may be included in the debate. The further removed you become from a local election, the more difficult it will be to schedule candidate appearances.

If time is allowed for audience participation during a debate, be sure not to allow the same individual to pose a question twice until all other audience participants have been given a chance.

FURTHER CLASSIFICATION OF ASSEMBLIES

The terms non-partisan and bi-partisan are constantly used when referring to political activities. A non-partisan event is free from political party affiliation, whereas a bi-partisan event is representative or composed of two political party associations.

Thus, an assembly on ecological projects which includes expert scientists, businessmen and researchers, is likely to be non-partisan whereas a debate of candidates running for a political party would be bi-partisan.

We can further categorize different assemblies according to invited audiences and scheduled time of presentation.

If you were conducting an assembly on voter registration, you might wish to invite only seniors, or only those students eligible to vote in the next upcoming election.

Furthermore, you might wish to schedule your assembly in accordance with a time schedule that would be most convenient for students to attend without disrupting lesson plans or exams.

Criteria for selecting types of assemblies will be further presented as we examine the process of planning a political education assembly.

PLANNING AN ASSEMBLY

There are several major criteria which should be considered when developing plans for your assembly. These include:

1. The intended function of the assembly. (Is it to inform students?; motivate them?)

2. The type of assembly which will best implement the intended function.

3. The audience which must attend for the assembly to achieve the intended function.

4. The amount of time required to plan a successful event.

5. The individuals who must receive prior notification for arrangement of school activities schedules to complement the assembly.

FUNCTION OF ASSEMBLY

Is the assembly being held for motivating students to register and vote? Or is it being held for the single reason of supplying political information?

Before even choosing specific speakers and topics, you must define exactly what is to be achieved by conducting the assembly. Do more students register and vote? Are attending students to be more knowledgeable in the structure of the two political parties? Only once you have determined the function of the assembly can you logically choose specific speakers and the type of assembly which will accomplish your goals.

CHOOSING RIGHT TYPE OF ASSEMBLY

The manner in which you communicate your information can make the difference of whether it is understood by those attending your program.

A political information assembly used for the purpose of urging students to register and vote might be a terrible failure if half the audience has dozed off into boredom after listening to ten minutes of historical political facts.

However, if at this assembly you included the use of filmstrips, demonstrations of voting machine operation (with student-audience participation), and perhaps incorporated a debate and/or several other motivational techniques, you might be successful in urging students to participate in the electoral process.

Feel free to incorporate the three types of assemblies (Informational, Motivational, and Debate). This will increase the chance of maintaining audience interest and decrease the possibility of spectator boredom. Remember, the purpose of the assembly is to COMMUNICATE something to the audience. The political education assembly is being held for attending students, administrators, and faculty -- NOT for YOU. Be creative and imaginative and you increase the chance of success.

SELECTING AUDIENCE

Preferably, the entire student body (and administration, faculty, school staff) should be invited to any political education assembly that is conducted. However, problems of Space and Scheduling may not allow for the attendance you desire. In this case, you must establish priority criteria.

The criteria should be used to determine what students are invited and should be related directly to the INTENDED FUNCTION of the assembly. Some criteria which should be used are as follows:

1. Who (which group of students) will utilize the information received, by transforming into MEASURABLE action (i.e., voting) at the earliest time?

2. Who must receive the information presented to keep in accordance with the purpose of holding the assembly?

3. Who will be able to practicably apply the information presented on a long-term, meaningful basis?

For example, if you were conducting an assembly on voter participation and had only room for 500 students out of a student body of 1,500, you would logically select as a first priority registered voters and potential eligible voters. Then you would invite seniors, then juniors, sophomores, and freshmen. NOTE: In this case, there might be an 18-year-old junior who should be invited as well as a 17-year-old senior.

. SCHEDULE ASSEMBLY FAR ENOUGH IN ADVANCE

You want to give yourself and the people working with you enough time to arrange their schedules in accordance with your assemblies. Filmstrips, projectors, and any additional equipment usually must be applied for in advance.

Potential community and political speakers have their own daily schedules, which are usually set well in advance. You should allow for a very MINIMUM of SIX (6) MONTHS advance invitation. To secure a voting machine requires a vote of approval by the County Board of Elections. They meet once monthly and also have a previous schedule

of appointments. Again, in such cases allow a minimum of six month notification.

If possible, schedule with secured dates and sites all assemblies one year in advance. This is not very difficult. When a major election occurs next fall, you can plan with relative ease the type of assembly you wish to conduct and when you wish to have it. In addition, many school districts require that all assembly dates be confirmed by mid-September.

NOTIFY SCHOOL PERSONNEL

As soon as you finalize scheduling, NOTIFY in writing all school administrators, faculty and staff. This is important, because unnecessary resistance to your assembly may arise if exams, school physical check-ups, or any other similar events are scheduled in conflict with your program.

Make sure that all school personnel RECEIVE in writing the dates, time and general content of your assembly, and that they receive it far enough in advance to avoid scheduling conflicts.

You should at this point have a general understanding of the process of planning a political education assembly. We will now examine the scheduling of out-of-school, or after-hours assemblies.

EXTRA-CURRICULAR ASSEMBLIES

There are times you may wish to hold an "extra-curricular" assembly. This means an assembly which is held, a) after school hours and/or b) not on school property. In addition, an extra-curricular assembly may include the borough community as invited audience members.

AFTER SCHOOL HOURS

Due to scheduling conflicts or school policy, it may not be possible to hold a successful assembly during school hours. When choosing hours, keep in mind as the major priority that the time you choose must be one which will allow a majority of people to attend. Thus, five o'clock would

not be a good time because most people would be eating dinner. It would make more sense to hold it at eight o'clock on a night which does not have any other major event or club meetings scheduled.

In some cases, it might make more sense to hold it directly after school.

Be sure to CHECK that the time you select does not conflict with athletic events, booster drives, etc. It is advisable to first select several times (and dates) and then to arrive at the best time through careful evaluation.

ON OUTSIDE PROPERTY

It may be against school policy to conduct political assemblies on the premises. When locating a new site, choose one that can hold a substantial (at least three hundred [300]) people and is located in an easily accessible and attractive (safe) location.

AUDIENCE—COMMUNITY

You may wish to invite members of the borough community to your assembly. If so, be sure to invite individuals from established organizations and political parties through their leaders. It might even be advisable to obtain official support and/or co-sponsorship from these organizations.

NOTICE: When conducting an extra-curricular assembly, and especially one in which the borough community is invited, be <u>sure</u> to check POLICE REQUIREMENTS. You may be required to hire a police patrolman and have notified the local rescue squad or health office of your project.

FOLLOW—THROUGH

If your assembly is to have real significance, you should supplement it with planned activities and (preferably measurable) follow-through. This follow-through activity should, of course, relate directly to the content of the assembly.

For example, an assembly on voter registration should be followed by a voter registration rally and drive. An exact report, including the number of students registered and voted should later be compiled to measure the effectiveness of the project.

CHECK-LIST FOR SUCCESS

The process of planning a successful assembly and follow-through becomes a reality when implemented in an orderly, logical procedure.

The following checklist (which includes planning stages) should be used as a step-by-step guide to coordinating a political education assembly:

1. Choose general topic(six months-one year in advance).

2. Select and confirm registered site and date(six months-one year in advance).

3. Select, invite and confirm specific speakers (four months-one year in advance).

4. Notify all school staff, administration, faculty, student organizations (six months-one year in advance).

5. Arrange agenda structure (four-six months in advance).

6. Secure audiovisual and any additional equipment (six months-one year in advance).

7. Begin advance publicity -- press releases and posters (one month in advance for mandatory attendance of students - six months in advance for voluntary attendance and extra-curricular assemblies).

EC 071936

MULTI-DISTRICT INSTITUTE FOR POLITICAL EDUCATION

Activity Rating Form for (name of school) _____

Activity: _____ Student: _____

Date: _____ Object Rated: _____

Please indicate your response to the statements below about the activity and object indicated above. In Part A circle the appropriate scale number. In Part B answer in short sentences and descriptive phrases.

1 = very poor, 5 = very good N.A. = Not Applicable, N.O. = Not Observed

A. 1. The general method of presentation was: 1 2 3 4 5 N.A. N.O.

2. The relevance to class activities was: 1 2 3 4 5 N.A. N.O.

3. The degree to which student interest was stimulated was: 1 2 3 4 5 N.A. N.O.

4. In general I would rate this activity as: 1 2 3 4 5 N.A. N.O.

B. 1. What do you feel were several main objectives of this activity or trainer?

_____

_____

2. Do you feel that they were or were not fulfilled by this activity or trainer? _____ In what way? _____

_____

3. Did you gain a basic understanding or develop new skills or improve present skills as a result of this activity? _____
What was it? _____

_____

4. What would you like to have changed most about this activity or trainer? _____

_____

_____

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PRE-TEST M.D.I P.E

Answer the following multiple choice questions by putting a check next to the correct answer or answers: Each question may have more than one correct answer.

1. Three factors which most often influence voter turnout are:

   a. the significance of the election for the voter
   b. the likely impact of the voter on the election
   c. a well organized media campaign
   d. the comparative cost of voting and not voting
   e. the personality and public speaking skills of the candidate

2. Which voting block will in all probability determine most future national elections:

   a. the aged vote
   b. the over thirty vote
   c. the youth vote
   d. a coalition of the youth vote, the women's vote and the minority vote
   e. the labor vote
   f. the suburban vote
   g. the city vote
   h. all of the above
   i. none of the above

3. In New Jersey you must re-register if you:

   a. move to another town
   b. move to another county
   c. voted by absentee ballot while you were in the armed services
   d. go to college out of state
   e. have not voted in 5 consecutive local or general elections
   f. all of the above
   g. none of the above, since N.J. has a permanent voter registration law

4. Of the three individuals described below, which one is most likely to vote?

   a. Mr. Pietrowski is a steelworker. He is a semi-skilled worker who earns about $8000 a year. He is an officer of his local labor union. He attends the Catholic Church, is a member of the Elks Club, and regularly participates in social activities. He is a high school graduate. He is twenty-six years old and has lived in this large eastern seaboard city all of his life. His father migrated to this country from Poland in 1920.

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b. Mr. Young is the owner of a large department store on the main street of a small midwestern city, population about 45,000. He is the president of the local Chamber of Commerce and is a leader in the city's civic and social activities. He earns over $50,000 a year and lives in a plush home on the edge of the city. He attends the Presbyterian Church. He graduated from his state university with a degree in business administration. He is forty-five years old.

c. Mr. Jameson is a migrant laborer. He works at odd jobs on farms or in small rural towns. Every summer and fall he works as a fruit picker. He travels from town to town looking for work. Often he is unemployed. He earns about $4000 a year. He was baptized into the Baptist Church, but rarely attends church services. He does not belong to a labor union or to any social clubs. He dropped out of school at the end of the eighth grade.

5. Of the three individuals described above, which one is least likely to vote?

a.
b.
c.

6. In organizing a letter writing effort to influence a candidate for office, which of the following is something you <u>should not</u> do:

a. address the candidate by his proper title
b. be brief and to the point
c. apologize for taking up his valuable time
d. send a large number of mimeographed letters so that he will know that he is dealing with an organized group
e. include your name and address but don't include any business or political connections which you might have
f. try to include copies of such things as newspaper editorials, organizational resolutions, or professional opinions to support your contentions
g. all of the above
h. none of the above

7. The Musto Commission has done which of the following:

a. submitted a proposal to preserve the ecology of the N.J. wetlands
b. developed a comprehensive plan for New Jersey's transportation needs
c. developed a proposal for reorganizing county government
d. developed a plan for reorganizing municipal government
e. none of the above

8. The Optional Municipal Charter Law of 1950 is:

   a. the same thing as the Faulkner Act
   b. the same thing as the Bateman Act
   c. was never implemented
   d. was repealed in 1968
   e. none of the above

9. The Board of Education:

   a. is an administrative unit of county government
   b. is an administrative unit of state government
   c. dratts education legislation for the State legislature
   d. is always elected under the conditions of the N.J. School Boards Act
   e. may be either appointed or elected depending on where you live
   f. none of the above

10. Many towns and cities are governed with the help of:

   a. elected committeemen
   b. appointed councilmen
   c. elected freeholders
   d. elected councilmen
   e. none of the above

11. A city manager:

   a. is the head of an alternate form of municipal administration
   b. is sent into such cities like Newark or Jersey City when their mayors are removed from office
   c. is the same thing as the city clerk in other cities
   d. is in charge of the mayors office staff
   e. none of the above

12. The 2nd largest city in New Jersey is:

   a. Newark
   b. Camden
   c. Jersey City
   d. Patterson
   e. Trenton
   f. none of the above

13. Most large cities in the United States can be characterized by which of the following statements:

   a. faced by a decreasing tax base and an increasing demand for services

b. faced by an increasing crime rate while the suburbs are a haven, and in fact have experienced a decreasing crime rate
c. faced with extreme corruption and graft when compared to the past
d. faced with the adjustments to industry moving out and administrative services moving in
e. a & b
f. a & c
g. none of the above
h. all of the above

14. New Jersey's city administration, when compared with those in other states are:

a. more diverse
b. more corrupt
c. more influential
d. more corrupt in the larger cities and less corrupt in the smaller cities
e. safer from the unplanned development of housing and industry since W.W. II
f. a & c & e
g. b & d & e
h. all of the above
i. none of the above

15. New Jersey can be characterized as:

a. a state of small cities
b. an agricultural state
c. a transitional state
d. the most densly populated state
e. b & c
f. a & c
g. none of the above
h. all of the above

16. Most cities in New Jersey have all the following officials <u>except:</u>

a. planning board director
b. head of public works
c. sheriff
d. engineer
e. tax and revenue administrator

17. The state of New Jersey has which of the following taxes on goods and services:

a. property tax
b. sales tax
c. use taxes

d. income taxes
e. all of the above
f. a & b
g. b & c
h. none of the above

18. The governors residence is in:

a. Trenton
b. Ewing Township
c. Lawrenceville
d. Princeton

19. The AFL-CIO in New Jersey act primarily in what capacity regarding legislation:

a. it writes much legislation for the legislators
b. it acts as a lobbyist organization
c. it takes a mutual stance on all issues except under special circumstances
d. runs candidates for the legislature in most elections

20. In elections involving candidates for national office, which of the following need the most highly developed personal election campaigns:

a. U.S. Senator
b. Assemblyman
c. President
d. Vice-President
e. Congressman
f. all of the above

21. Give a short definition or explanation of the following:

a. the Gallup Poll _____

_____

_____

b. Truman-Dewey Election _____

_____

_____

c. Harrison Williams _____

_____

_____

d. Peter Rodino _____

_____

_____

e. John Diamond _____

_____

_____

f. William Cahill _____

_____

_____

g. Howard Woodson _____

_____

_____

h. John V. Kenny _____

_____

_____

i. James Howard _____

_____

_____

j. Millicent Fenwick _____

_____

_____

k. James Joyce _____

_____

22. Define the following very briefly:

a. Canvasser _____

_____

b. Election District _____

_____

c. Freeholder _____

_____

d. City Manager _____

_____

e. The Straw Poll _____

_____

f. Non-partisan Election _____

_____

g. Ward Heeler _____

_____

h. DNC _____

_____

i. Committeeman _____

_____

j. Y.A.F. _____

_____

k. Strawman _____

_____

l. Red Herring _____

_____

m. New-isolationist _____

_____

23. Fill in the missing words.

a. The mayor of my town is _____.

b. The president of my town's Board of Education is _____.

c. County government in my state is run by an elected _____.

d. A member of my county's Board of Elections is _____.

e. The director of my county's Planning Board is _____.

f. An Assemblyman and State Senator from my county is _____ and _____.

g. Is there a federally funded Community Action Program in my county?

Yes _____ No _____

h. The Attorney General of New Jersey is _____.

i. New Jersey's two U.S. Senators are _____ and _____.

j. What was the location of the 1968 National Republican Convention?

_____.

k. Which two U.S. Senators have been most influential as advocates of a National Health Insurance for everybody? _____ _____.

l. Which U. S. Senator was the most active in getting the Occupational Health and Safety Act passed? _____.

m. The Secretary of Commerce is _____.

n. U.S.A.I.D. is _____.

Answer the following questions by checking the correct responses.

24. Do you belong to any organizations in your school or community that sometimes take a stand on school problems, housing, better government, national and international affairs or other public issues?
Yes _____ No _____ If yes, what are the organizations?
a. _____
b. _____

25. When you get together with your friends would you say that you discuss public issues like taxes, international affairs, unemployment, labor unions, business controls or the military --- frequently/occasionally/seldom/never?

26. (If frequently or occasionally) Which of the following statements best describe the part you take in these discussions with your friends?
a. Even though I have my own opinions, I usually just listen.
b. Mostly I listen, but once in a while I express my opinion.
c. I take an equal share in the conversation.
d. I do more than just hold up my end in the conversation; I usually try to convince others that I am right.

27. Have you ever written or talked to your Congressman or Senator or other public officials to let them know what you would like them to do on a public issue you were interested in? Yes_____ No _____

28. Have you, since becoming aware of political issues, ever worked for the election of any political candidate by doing things like distributing circulars or leaflets, making speeches, calling on voters or helping register voters? Yes _____ No _____

29. Have you ever helped raise money for a political party or a candidate for public office? Yes _____ No _____

30. Have you attended any meetings in the last several years at which political speeches were made? Yes _____ No _____

In one short paragraph describe each of the processes listed.

31. Community research. _____

_____

_____

_____

_____

32. The stages of writing and putting forth a bill for the State Legislature.

33. The process of selecting the Speaker of the N.J. General Assembly and the Senate President.